

English 193: Capstone Seminar in Literature and Self-Reflection  
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Spring 2013  
Section 02: MW 12:00-1:15, SH 444  
Office Hours: MW 9:30-10:15 and by appointment  
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**Course Description:** As the capstone course for English majors, this course allows students to assess and demonstrate how well they have met the department Student Learning Objectives (SLOs), which call for students to 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, 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.

Toward those ends, students will

- compile a portfolio of written work from at least five courses completed in the major in addition to all written work for this course; the portfolio will include an overall introduction that comments on its contents and reflects on the student's experience in the major, short introductions to individual portfolio selections, a resumé/CV, and a five-year plan for what the student anticipates/hopes will come after graduation (see portfolio guidelines and requirements);
- write a commentary on a film adapted from a literary work, focusing on what was gained and what was lost in the adaptation;
- write a formal explication of a poem of choice and lead a class discussion on that poem;
- write daily responses (250 words minimum) to assigned readings;
- participate actively in classroom discussions and workshops.

**Required Texts:** *The Captain's Deathbed and Other Essays*, Woolf  
*Moments of Being*, Woolf  
*Cold Mountain*, Frazier  
*The Eyre Affair*, Fforde  
A College Level Dictionary  
A full-service Handbook with most recent MLA guidelines in it

## Class Policies

**Reading:** Assignments are to be read before the class session for which they are assigned. Close, careful reading takes time; plan accordingly. Be prepared to discuss all assigned reading in class.

**Writing:** All assigned writing is due at the beginning of class. Responses to assigned readings must demonstrate a critical and/or self-reflective engagement with the material (no summaries). No late work will be accepted unless you (1) have made arrangements with me in advance, or (2) provide written verification that circumstances completely beyond your control prevented your getting the work in on time. **Please note:** “having to work” is not completely beyond your control and is therefore not an acceptable reason for not getting assignments turned in on time. All written work must follow MLA formatting and documentation guidelines. Pages should be stapled in the upper-left corner (no paper clips; and except for the portfolio, no cover pages or folders, please!). Always title your work. Always keep a copy of everything you turn in, as well as your notes, drafts, and any research materials.

**Attendance and Participation:** Critical reading, thinking, and writing are purposeful activities that involve a number of practical skills that must be practiced diligently to be developed and exercised regularly to be maintained. On-time class attendance and active participation in the classroom exchange of ideas and information are extremely important to the development and maintenance of those skills. If you miss class, you will always miss something important. I expect you to be interested, enthusiastic, and committed to working hard at making the written word work for you. The degree to which you do or do not come to class on time and prepared to contribute will be a 20% factor in determining your grade in this course. **Please note:** (1) you cannot contribute if you are not here; (2) your presence, in and of itself, does not constitute participation.

**Grading: Final course grades will be determined as follows:**

Book/Film Essay	15%
Poetry Explication and Presentation	20%
Reader Responses	20%
Portfolio	25%
Class Participation	20%

**There is no such thing as “extra credit.”**

Class participation will be assessed as follows:

- A = Fully engaged: pertinent and productive questions and comments daily
- B = Frequently engaged: occasional, pertinent questions and responses; good listening
- C = Infrequently engaged: tangential questions or comments; attentive
- D = Rare interaction: disengaged from discussion; not prepared for class
- F = Regularly absent, physically or mentally

Your written work will be evaluated according to the following criteria:

**Qualities of an “A” Assignment:**

**Content:**

- § complies with all parts of the assignment
- § displays original, provocative thought in one or more of the following ways:
  - § finds a general significance in the specific instance
  - § identifies and resolves a contradiction
  - § disproves or qualifies a common misconception
  - § achieves a fresh insight into a frequently discussed topic
  - § places the known in a novel context
  - § supports an arguable assertion
- § develops its thought by explanation, example, illustration, or analysis, as appropriate
- § displays flawless logic
- § has the voice of a real person speaking to a real audience
- § is interesting and detailed

**Organization:**

- § has a recognizable thesis, stated or implied, that conforms to our definition of a thesis
- § has an effective and appropriate overall pattern of organization
- § has unified, coherent paragraphs organized around recognizable topic sentences that are verbally or logically related to the thesis
- § has effective and appropriate transitions between paragraphs
- § has an effective introduction and conclusion

**Style:**

- § frequently chooses grammatical options that mirror the content portrayed
- § shows a variety of sentence lengths and openers
- § frequently and appropriately uses emphatic sentence patterns such as long cumulative and periodic sentences, various strong parallel structures, and compound sentences using semicolons and conjunctive adverbs to control rhythm, pace, and emphasis

**Mechanics:**

- § has NO diction, syntax, grammar, punctuation, or spelling errors
- § clearly demonstrates a sophisticated knowledge of English grammar, syntax, punctuation, and usage

**Qualities of a “B” Assignment:**

**Content:**

- § complies with all parts of the assignment
- § displays original, provocative thought in one or more of the ways listed above
- § attempts to develop its thoughts in the ways listed above
- § contains no overt logical fallacies
- § has the voice of a real person
- § is detailed

**Organization:**

- § has a recognizable thesis, stated or implied, that conforms to our definition of a thesis
- § has an overall pattern of organization
- § has unified, coherent paragraphs organized around recognizable topic sentences related to the thesis
- § has appropriate transitions between paragraphs

§ has an introduction and conclusion

**Style:**

§ shows a variety of sentence lengths and openers

§ frequently and appropriately uses emphatic sentence patterns such as long cumulative and periodic sentences, various strong parallel structures, and compound sentences using semicolons and conjunctive adverbs

**Mechanics:**

§ has no more than ONE diction, syntax, grammar, punctuation, or spelling error; the error does not prevent comprehension; does not repeat an error marked on a previous paper

§ demonstrates a sound knowledge of English grammar, syntax, punctuation, and usage

**Qualities of a “C” Assignment:**

**Content:**

§ complies with the main parts of the assignment

§ finds significance beyond the subjective response

§ goes beyond mere description of the topic and response (analysis, generalization, etc.)

§ is detailed

**Organization:**

§ has a recognizable thesis, stated or implied, that conforms to our definition of a thesis

§ has coherent paragraphs organized around topic sentences, most of which relate to the thesis

§ has a recognizable beginning, middle, and end

**Style:**

§ shows a variety of sentence lengths and openers

§ occasionally uses emphatic sentence patterns such as cumulative and periodic sentences, parallel structures, and compound sentences using semicolons and conjunctive adverbs

**Mechanics:**

§ has no more than TWO diction, syntax, grammar, punctuation, or spelling errors; errors do not prevent comprehension; does not repeat an error marked on a previous paper

§ demonstrates the ability to write correct simple, compound, and complex sentences

**Qualities of a “D” Assignment:**

**Content:**

§ complies with the main parts of the assignment

§ makes a definite statement about the topic

§ attempts to support that statement

**Organization:**

§ has a recognizable thesis

§ attempts to support that thesis

§ has paragraphs organized around topic sentences

§ has enough coherence to be recognized as a unit

**Style:**

§ varies sentence types frequently enough to avoid monotony

§ attempts the occasional stylistic emphasis of an important point

**Mechanics:**

§ has no more than THREE diction, syntax, grammar, punctuation, or spelling errors; errors do not prevent comprehension; does not repeat errors marked on a previous paper

§ demonstrates a basic understanding of the conventions of written English

**Writing that earns less than a “D” in any category will receive a failing grade.**

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. Courses graded according to the A,B,C,NoCredit system shall follow the same pattern, except that NC, for NoCredit, shall replace D or F. In A,B,C,NoCredit courses NC shall also substitute for W (for Withdrawl) 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 the ideas being conveyed. All student writing should be distinguished by correct grammar and punctuation, appropriate diction and syntax, and well-organized paragraphs.

**SJSU Academic Integrity Policy:** Your own commitment to learning, as evidenced by your enrollment at San Jose State University, and the University’s Academic Integrity Policy require you to be honest in all your academic course work. Faculty are required to report all infractions to the office of Judicial Affairs. The policy on academic integrity can be found at <http://www2.sjsu.edu/senate/S04-12.htm>. The SJSU rules against plagiarism are set forth in the SJSU Catalog, which defines plagiarism as the act of representing the work of another as one’s own (without giving appropriate credit) regardless of how that work was obtained, and submitting it to fulfill academic requirements. Plagiarism at SJSU includes, but is not limited to: (1) the act of incorporating the ideas, words, sentences, paragraphs, or parts thereof, or the specific substance of another’s work, without giving appropriate credit, and representing the product as one’s own work. It is the role and obligation of each student to know the rules that preserve academic integrity and abide by them at all times. This includes learning and following the particular rules associated with specific classes, exams, and/or course assignments. Ignorance of these rules is not a defense to the charge of violating the Academic Integrity Policy. All violations of the university’s Academic Integrity Policy will be reported to the Dean of Student Services.

**Campus Policy on Compliance with Americans with Disabilities Act:** If you need course adaptations or accommodations because of a disability, or if you need 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 register with DRC to establish a record of their disability. The DRC website is <http://www.drc.sjsu.edu>

### English 193: Spring 2013 Schedule

Assigned Readings are to be completed before the class period designated. Reader Responses (**RR**) address SLOs 1-3, and 5. This schedule is subject to change by seven-day instructor notice in class or via email.

W	1/23	Course Introduction and Overview; Take-Home Survey
M	1/28	Return Survey; Discussion: Department SLOs
W	1/30	Discussion: Portfolio; Bring Portfolio Possibilities
M	2/4	<i>Moments of Being</i> , “Introduction” and “Reminiscences” <b>RR#1 Due</b>
W	2/6	<i>Moments</i> , “A Sketch of the Past,” pp. 61-124 <b>RR#2 Due</b>
M	2/11	<i>Moments</i> , “Sketch,” pp. 124-159 <b>RR#3 Due</b>
W	2/13	<i>Moments</i> , “Am I a Snob?” <b>RR#4 Due</b>
M	2/18	<i>The Captain’s Deathbed</i> , “Reading” <b>RR#4 Due</b>
W	2/20	<i>The Captain’s Deathbed</i> , “The Cinema” <b>RR#5 Due</b>
M	2/25	<i>The Captain’s Deathbed</i> , “Mr. Bennett and Mrs. Brown,” and “Life Itself” <b>RR#6 Due</b>
W	2/27	<i>The Captain’s Deathbed</i> , “Walter Raleigh” and “Life Itself” <b>RR#7 Due</b> <b>Poetry Presentation Sign ups: Poems Due</b>

- M 3/4 *Cold Mountain*, pp. 1-91 **RR#8 Due**  
W 3/6 *Cold Mountain*, pp. 92-203 **RR#9 Due**
- M 3/11 *Cold Mountain*, 204-297 **RR#10 Due**  
W 3/13 *Cold Mountain*, 298-390 **RR# 11 Due**
- M 3/18 *Cold Mountain*, pp.391-449 **RR# 12 Due**  
W 3/20 Workshop: Poetry Explication (SLO 1-5)

Monday 3/25 through Friday 3/29 **Spring Break**

- M 4/1 **Chavez Day—no class**  
W 4/3 **Film Adaptation Commentary Due**  
Discussion: Five-Year Plan; bring draft resumé/CV and job description (SLO 3, 4)
- M 4/8 Poetry Presentations and Explications, Group 1 (SLO 1-5)  
W 4/10 Poetry Presentations and Explications, Group 2 (SLO 1-5)
- M 4/15 Poetry Presentations and Explications, Group 3 (SLO 1-5)  
W 4/17 Poetry Presentations and Explications, Group 4 (SLO 1-5)
- M 4/22 Poetry Presentations and Explications, Group 5 (SLO 1-5)  
W 4/24 Poetry Presentations and Explications, Group 6 (SLO 1-5)
- M 4/29 *The Eyre Affair*, pp. 1-105 **RR# 13 Due**  
W 5/1 *Eyre*, pp. 106-208 **RR# 14 Due**
- M 5/6 *Eyre*, pp. 209-302 **RR# 15 Due**  
W 5/8 *Eyre*, pp. 303-374 **RR# 16 Due**
- M 5/13 Final Things: Thoughts on the English Major  
Course Evaluations
- W 5/15 **Final Exam Session: 9:45-12:00**  
**Portfolios Due—Portfolio Presentations**