

San José State University
School of Humanities and Arts
Department of English and Comparative Literature
English 100W, Writing Workshop, Section 01, Fall 2016

Instructor: Dr. Julie Sparks

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Professor Office: Faculty Office Building (FOB) 128

Office Hours: W 3-4, Th 2-3 & by appointment

Class meets: MW 10:30-11:45

Classroom: BBC 128

Prerequisites: A passing score on the Writing Skills Test (WST), upper-division standing (60 units), and completion of core GE.

GE/SJSU Studies Category: Area Z: This course must be passed with a C or better as a CSU graduation requirement.

Course Format: This course combines traditional in-class with a significant online component. In order to participate in this class, you will need a computer with access to the internet. See University Policy F13-2 at <http://www.sjsu.edu/senate/docs/F13-2.pdf> for more details.

Faculty Web Page and MYSJSU Messaging Course materials such as syllabus, handouts, notes, assignment instructions, etc. can be found on my faculty web page at <http://www.sjsu.edu/people/julie.sparks/index.html> and on Canvas Learning Management System course login website at <http://sjsu.instructure.com>. You are responsible for regularly checking with the messaging system through MySJSU at <http://my.sjsu.edu> to learn of any updates.

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.

Course Goals and Student Learning Objectives As a course that satisfies the SJSU Area Z general-education requirement and counts toward the academic majors housed in the Department of English and Comparative Literature, English 100W has two sets of Student Learning Objectives. In this course, we will engage in all phases of those reading, thinking, researching, and writing processes that produce clear and purposeful critical essays that demonstrate an understanding of, and illuminate for others how literature contains and conveys its effects and meanings.

Meeting Area Z Goals

GE Learning Objective (GELO)	How will this GELO be achieved?
GELO 1: Students shall be able to produce discipline-specific written work that demonstrates upper-division proficiency in: language use, grammar, and clarity of expression.	Students will participate in workshops that require attention to revision and editing strategies and standards.
GELO 2: Students shall be able to explain, analyze, develop, and criticize ideas effectively, including ideas encountered in multiple readings and expressed in different forms of discourse.	Essay assignments will require students to analyze effectively their readings of literary texts. Some papers will require engagement in research and argumentation: incorporating, synthesizing, deliberating and evaluating other critics' readings of the texts.
GELO 3: Students shall be able to organize and develop essays and documents for both professional and general audiences.	Students will be required to produce literary essays and analyses for various types of audiences.
GELO 4: Students shall be able to organize and develop essays and documents according to appropriate editorial and citation standards.	Students will learn to use MLA standards for organizing and citing primary and secondary sources.
GELO 5: Students shall be able to locate, organize, and synthesize information effectively to accomplish a specific purpose, and to communicate that purpose in writing.	Writing assignments are designed to introduce students to the process of reading both primary and secondary materials in this field, do research in academic and non-academic sources, and produce critical essays for specific audiences in the discipline.

Meeting English & Comparative Literature Goals for B.A.

Department Learning Goal	How will this goal be met?
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.	Students will learn to closely read poetry for most of the term, then focus on two narrative forms: the short story and drama.
Show familiarity with major literary works, genres, periods, and critical approaches to British, American, and World Literature	The readings for this course include British, American, and World literature.
Write clearly, effectively, and creatively, and adjust writing style appropriately to the content, the context, and the nature of the subject.	The writing assignments in this course will require students to write at least three different literary essay forms on various genres and for different audiences. Students will need to attend to matters of form and style across these audiences and purposes.
Develop and carry out research projects, and locate, evaluate, organize, and incorporate information effectively.	All units ask students to research and incorporate secondary information into their arguments.
Articulate the relations among culture, history, and texts.	Papers students write and the discussions of texts in class will necessarily involve cross-cultural, trans- historical, and inter-textual reading.

Required Readings

- *The Literary Experience: The Essential Edition* (2009) Beiderwell ISBN: 9781428230507
- *An Introduction to Poetry, 13th edition*, by X. J. Kennedy ISBN: 9780205686124
- *Pygmalion* by Bernard Shaw (I recommend the Penguin edition, but others are OK)

Other Readings Additional required reading material will be posted on the course website to supplement readings in the texts. Also, supplemental (optional) material to supply historical background and cultural context for the main readings and films will be posted. Some shorter

readings will be handed out on paper, as in days of yore. Some readings will be posted on Canvas for copyright reasons.

Grading Policy The following statement has been adopted by the Department of English for inclusion in all syllabi: In English Department Courses, instructors will comment on and grade the quality of student writing as well as the quality of ideas being conveyed. All student writing should be distinguished by correct grammar and punctuation, appropriate diction and syntax, and well-organized paragraphs. The Department of English reaffirms its commitment to the differential grading scale as defined in the 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 written assignments for English 117, this scale is based on the **following criteria**:

A [90-92=A-, 93-96=A, 97-100=A+] = Excellent: The "A" essay is articulate and well developed with fluid transitions and a clear and persuasive use of evidence, which is drawn from the literary text itself, lecture materials (when appropriate), and research materials. An "A" essay contains a fresh insight which teaches the reader something new about the subject matter.

B [80-82=B-, 83-86=B, 87-89=B+] Above average: The "B" essay demonstrates a good understanding of its subject, a clear and persuasive use of evidence, a certain level of ease of expression, and solid organization. However, it usually lacks the level of originality and creativity that characterizes the insight found in an "A" essay.

C [70-72=C-, 73-76=C, 77-79=C+] = Average: The "C" essay makes a good attempt at all the assignment's requirements. It has a reasonable understanding of its subject matter but its ideas are frequently simplistic or over-generalized. The writing style is also more bland and repetitive than the style shown by "A" and "B" essays and it often contains flaws in grammar, punctuation, spelling and/or word choice. It may also use textual evidence out of context.

D [60-62=D-, 63-66=D, 67-69=D+] = Below average: The "D" essay is poorly organized and generally unclear. It has inappropriate or inadequate examples, is noticeably superficial or simplistic, and/or contains some serious mechanical and grammatical problems. A "D" essay may also reveal some misunderstanding of the assignment requirements.

F = Failure: An "F" essay has not addressed the requirements of the assignment and is unacceptable work in terms of both form and content.

More guidelines on grading information and class attendance can be found from the following two university policies: 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>)

Course Requirements and Assignments

Assignment	Words	GELO	DLO	points	% of semester grade
Benchmark essay (poetry)--in class	500-800			0	0%
Midterm (poetry)—in class	500-800			50	5%
*Critical Analysis of poetry	1250			200	20%
*Research Proposal (fiction or drama) + Annotated Bibliography	1250			200	20%
Research paper + sources (rough draft)	1000			100	10%
*Research paper (final)	2000			200	20%
Small assignments	varies	varies		150	15%
Final Exam (cumulative)	1000			100	10%

Small assignments will include a brief “Introduce Yourself” essay, a review/response to a performance, a working bibliography, peer review workshops, and a final reflection essay. If needed, there will also be quizzes. There will also be many brief in-class writing, some graded.

English 100W Fall 2016

Course Schedule (subject to change with notice)

Note: Whatever follows “**Read**” is what we will discuss in class that day, so you should read it, bring it to class, and be ready to discuss (and be quizzed on) that reading that day. For instance, by class time on M 8/29 you should have read from 115-135 of “Cold,” a story you’ll find on the course site. “LE” means *Literary Experience*, and “IP” means *Introduction to Poetry*. Where it says “**DUE,**” that means whatever follows is due at the beginning of class where that appears. If you’re late, so is your paper. Where it says “(online),” that means it is posted on the [course Web site](#) (not necessarily on Canvas).

Week	Date	Topics, Readings, Assignments, Deadlines
1	W 8/24	Introduction to the Course, brief in-class writing
2	M 8/29	“Benchmark” essay in class poetry/prose analysis <u>Read:</u> “Cold” 115-135 (online)
2	W 8/31	Unit One: Literary Analysis—why and how <u>Read:</u> Introduction to LE xxvii-xxxii, “Cold” 135-157 <u>Due:</u> response questions to “Cold”
3	M 9/5	*****Labor Day - Campus Closed*****
3	W 9/7	Scene, Episode, Plot <u>Read:</u> “Cold” 157-182, LE 1-7, 11-18, “Happy Endings” (online)
4	M 9/12	Character <u>Read:</u> LE 19-36, “And Then You’re Gone,” “But Now I’m Back” (online)
4	W 9/14	Theme <u>Read:</u> LE 37-47, 50-52
5	M 9/19	Point of View Discuss upcoming midterm <u>Read:</u> LE 55-78
5	W 9/21	In-class essay <u>Midterm #1</u> (character, setting, plot, theme, POV)

Week	Date	Topics, Readings, Assignments, Deadlines
6	M 9/26	Unit 2: Research Project , <u>Read</u> : LE 331-335, IP (poetry text) 525-541
6	W 9/28	Context Introduce Shaw, <i>Pygmalion</i> <u>Read</u> : LE 251-269 (context)
7	M 10/3	Library Day (tentative) <u>Read</u> : IP 526-536 <u>DUE</u> : research project topic proposal
7	W 10/5	<i>Pygmalion</i> , Acts I & II <u>Read</u> : <i>Pygmalion</i> preface and acts 1 & 2. <u>DUE</u> : response questions
8	M 10/10	<i>Pygmalion</i> Acts II & IV, plus afterword <u>Read</u> : the rest of the play (including afterword) <u>DUE</u> : response questions
8	W 10/12	Later variations on <i>Pygmalion</i> . Writing about literature for layman #1 <u>Read</u> : Reviews, theatre programs/dramaturg commentary on <i>Pygmalion</i> (online)
9	M 10/17	Workshop on Research Project: thesis statements, Annotated Bibliographies <u>Read</u> : sample student paper(online) <u>Due</u> : working bibliography+ sample annotation
9	W 10/19	Unit 3: Poetry Song lyrics as poetry workshop DUE: Research Proposal + Annotated Bib (remember Turnitin.com) + printed song lyrics of your choice (1 song)
10	M 10/24	Sound <u>Read</u> : IP 144-161 Rhythm <u>Read</u> : IP 163-182 (skim)
10	W 10/26	Research Workshop: Citing in the new MLA <u>Read</u> : handout about changes (online) <u>Due</u> : sample paragraph from research paper with citation
11	M 10/31	Recognizing excellence <u>Read</u> : IP 305-325 + watch select short films
11	W 11/2	Critical Analysis of Poetry assignment introduced <u>Read</u> : IP 327-330 <u>DUE: Research paper drafts</u> (on paper + Turnitin.com)
12	M 11/7	Images <u>Read</u> : LE 113-140 + extra poems for imagery (online) <u>Due</u> : critical analysis topic proposal
12	W 11/9	Conferences on research drafts
13	M 11/14	Poetic form : closed <u>Read</u> : IP 183-203
13	W 11/16	Poetic Form : Open <u>Read</u> : IP 204-225
14	M 11/21	Figurative Language <u>Read</u> : IP 104-123
14	W 11/23	Program of short films (optional film review assignment) <u>DUE: Research paper packet</u> (annotated bib, rough, peer review, final draft + memo, Turnitin.com)
		*****Thanksgiving Holiday – (campus closed Th & F)*****
15	M 11/28	Unit 4: Pulling it all together Final assignment introduced: Semester reflection memo
16	M 12/5	Coda: Writing about literature for laymen #2 <u>Read</u> : select reviews/analysis (online)
16	W 12/7	Peer review on Critical Analysis of poetry paper <u>DUE</u> : 2 copies of your draft
17	M 12/12	Summary of the semester, collective study for the final <u>DUE</u> : Critical Analysis paper
	Final	Bring reflection memo, greenbook to write in.