

San José State University
School of Humanities and Arts
Department of English and Comparative Literature
English 100W, Writing Workshop, Section 03
Spring 2016

Course and Contact Information

Instructor:	Mark Dowdy
Office Location:	Faculty Offices 215
Telephone:	(408) 924-5063
Email:	mark.dowdy@sjsu.edu
Office Hours:	TTh 11:15-11:45 a.m. , 3:00-3:30 p.m. and by appointment.
Class Days/Time:	TH 4:30-5:45 p.m.
Classroom:	Clark Building 306
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 Canvas Messaging: Course materials such as syllabus, handouts, notes, assignment instructions, etc. can be found on the Canvas learning management system course website. You are responsible for regularly checking with the messaging system through Canvas to learn of any updates as well as any changes to the schedule.

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 essays 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, research, and revision that leads to successful critical essays 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 Texts/Texts Readings

The Norton Introduction to Literature (Portable 11th Edition), ed. Kelly J. Mays. ISBN 9780393923391. Copies can be found at the Spartan Bookstore. Be sure to purchase the print edition; the digital version does not include many of the selections included in the paperback one.

Literary Theory: A Practical Introduction. Michael Ryan. ISBN 9781405107204. Copies can be found at the Spartan Bookstore.

Other Readings

Additional readings will be made available on Canvas.

Library Liaison

Our library liaison is Toby Matoush. Her email address is Toby.Matoush@sjsu.edu. Her webpage—a library guide for English majors—can be accessed at <http://libguides.sjsu.edu/profile.php?uid=14949>.

On Thursday, March 3, we will meet in the Dr. Martin Luther King library. One of the university librarians will lead an information session tailored to the needs of English majors. This session will provide you with an overview of the literary research tools available here at SJSU.

Classroom Protocol

“Smart” Phone and Laptop Usage: Attendance is both a physical AND mental state of being. Use that nifty gadget at your own risk. I won’t interrupt class if I see you engaged in a spirited parley with your little electronic friend, but I will take note of it. Each time I see you texting/surfing/gaming/talking etc., I will lower your overall Participation grade by one full letter. The same goes for laptops. Unless otherwise instructed, please keep your laptops closed and put away during class time.

Discussion of Grades: I would be happy to discuss your grades, but please be prepared to discuss the grade you think you deserve by referring to the grading rubric for an essay, the written guidelines for a particular assignment, or the General Education Learning Outcomes (GELOs) for English 100W. Keep in mind that hard work alone, while greatly appreciated, does not guarantee you a higher grade – nor does previous success in writing classes.

Late Policy: Unless you approach me in advance and provide a valid excuse – for example, a significant illness or some other emergency greater than a malfunctioning printer – unexcused late papers will be penalized one full letter grade for each day late.

Make-up Assignments: The work we do during class, including quizzes, writing exercises, and other activities, cannot be made up.

Peer Review Attendance: Failure to attend or to participate adequately in a peer revision session will result in a lowering of your essay’s grade by one full letter.

Course Requirements and Assignments

SJSU classes are designed for successful learning through immersive study; it is expected that students will spend a minimum of forty-five hours for each unit of credit (normally three hours per unit per week— that is nine hours a week per 3-unit course), including preparing for class, participating in course activities, completing assignments.

Written Assignments

Students will complete a number of informal and formal writing assignments.

Benchmark Essay (500 words): Students will write an in-class diagnostic essay at the beginning of the semester. This assignment is for assessment only and will not receive a letter grade.

Critical Essays (1,250 words each): Students will write two 4-5 page interpretive essays – one on poetry, the other on fiction.

Research Essay (2,500 words): Each student will research and write a 10-12 page scholarly essay based on a literary text of her or his choosing. Students may choose to write about a collection of poems or short stories, a novel, or a full-length play. I advise you to begin thinking about your research essay early on in the semester. (Topics are due on March 3.)

Annotated Bibliography (1,000 words): To prepare for the research essay, students will research and write an annotated bibliography. This bibliography should include 10 sources – 7 of which must be peer-reviewed academic journals – and each entry should include a 100-word annotation.

Drama Essay (500 words): Students will write an in-class essay responding to both William Shakespeare's *Hamlet* and Lorraine Hansberry's *A Raisin in the Sun*.

Readings

The majority of readings will come from *The Norton Introduction to Literature* and *Literary Theory: an Introduction*, though some will be made available via Canvas. You are expected to complete the readings before coming to class and to be prepared to discuss them thoughtfully and to ask critical questions about them.

Participation

In addition to the essays you write, your overall grade will be influenced by 1. Homework/Outside Activities, 2. Classroom Discussion, and 3. Peer Review. At the beginning of the semester, I will distribute a detailed scoring guide for participation. This scoring guide, or rubric, will assess your level of engagement in these three categories. At the midterm and at semester's end, I will post your participation score on Canvas (5% each; 10% total).

1. Homework/Outside Activities: You will need to complete much of the work for this course outside of the classroom. At times this work will be required of the whole class. For example, I may assign a reading response as homework, or I might require the class to post items in the discussion boards on Canvas. You will be expected to post participate regularly on the discussion boards in Canvas. When I assess your level of engagement with Homework/Outside Activities, I will consider both your completion of required assigned as well as your demonstrated willingness to take initiative and develop a sense of ownership over your own writing.

2. Classroom Discussion: Your contributions to class discussions help me determine whether you've done your required reading. Moreover, such contributions foster a deeper understanding of the text at hand for *all* of us. For this reason, you will be expected to come to class prepared to discuss the assigned reading for the day. Moreover, you should strive to contribute to most class discussions, demonstrating an ability and willingness to listen to myself and your peers as well as the capacity to bring yourself and your experiences to the reading assignment.

3. Peer Review: We will be conducting peer review sessions both through Canvas and during class time. The process will begin with Canvas, where I will be assigning you into small groups. Please upload your respective first drafts to Canvas by the date listed on the schedule. Once you and your fellow group members have uploaded your essays, you will be able to review and respond to one another's drafts. Both the individual who

wrote a particular essay and myself will be able to review your feedback via Canvas. Please provide feedback prior to the scheduled in-class peer review session. On the class day devoted to peer review, you will have opportunity to give one another additional feedback and to ask follow-up questions. Please bring two hard copies of your draft to the peer review session, one for me to grade and one for you and your peers to discuss during the peer review session. **Failure to attend or to participate adequately in a peer revision session (both online and in class) will result in a lowering of your essay's grade by one full letter.**

Late Policy

Unless you contact me in advance and provide a valid excuse – problems with your printer don't count as one – I will deduct one-half-letter from an essay's overall grade for every day late. This includes first drafts.

Instructor Feedback

All students have the right, within a reasonable time, to know their academic scores, to review their grade-dependent work, and to be provided with explanations for the determination of their course grades. I will post the results of your graded work on Canvas and will provide written feedback on the hard copies of the essays you submit to me.

Grading Policy

Grading Criteria: Requirements for particular assignments will vary, but in all cases essay grades will reflect the paper's effectiveness, which I have broken down into three major areas: content (this includes maturity and sophistication of thought), organization, and expression. All assignments, quizzes, and exams are graded on a traditional A-F scale.

The following are the criteria by which essays are typically evaluated in first-year writing courses:

- * An "A" essay is organized and well-developed, demonstrating a clear understanding and fulfillment of the assignment, written in a unique and compelling voice. It will show the student's ability to use language effectively with a solid command of grammar, mechanics, and usage.
- * A "B" essay demonstrates competence in the same categories as an "A" essay, but it may show slight weakness in one of these areas. It will respond to the topic suitably and may contain some grammatical, mechanical or usage errors.
- * A "C" essay will complete the requirements of the assignment, but it will show weaknesses in fundamentals, such as development. It may show weakness in mastery of grammar, mechanics, usage, or voice.
- * A "D" essay will neglect to meet all the requirements of the assignment or may be superficial in its treatment of the topic. It may lack development or fail to stay on topic. It may contain grammatical, mechanical, and/or usage errors that interfere with reader comprehension.
- * An "F" essay does not fulfill the requirements of the assignment.

Assignment Word Count and Learning Goals

	Word Count	GELO	ECL
Benchmark Essay (in-class)	500	1-3,	1-3,5
Essay #1: Poetry	1,250	1-5	1-5
Essay #2: Fiction	1,250	1-5	1-5
Essay #3: Research Project	2,500	1-5	1-5
Drama Essay (in-class)	500	1-3,	1-3,5
Annotated Bibliography	1,000	1-5	1-5
Participation		1-5	1,2,5

Final Exam	1,000	1-3,	1-3.5
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The Department Policy on Grading

The Department of English affirms 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 on 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.

Grade Breakdown

Benchmark Essay (in-class)	0% (500 words)
Essays 1 and 2 (poetry and fiction)	30% (1,250 words each; 2,500 total)
Research Essay	25% (2,500 words)
Drama essay (in-class)	10% (500 words)
Brief Explications	10% (500 words each; 1,000 words total)
Final Exam (in-class)	15% (1,000 words)
Participation	10%

Credit toward Graduation: Meeting General Education, Area Z You must pass this course with a C or better to meet the CSU graduation requirement for Area Z.

University Policies

General Expectations, Rights and Responsibilities of the Student

As members of the academic community, students accept both the rights and responsibilities incumbent upon all members of the institution. Students are encouraged to familiarize themselves with SJSU’s policies and practices pertaining to the procedures to follow if and when questions or concerns about a class arises. To learn important campus information, view University Policy S90–5 at <http://www.sjsu.edu/senate/docs/S90-5.pdf> and SJSU current semester’s Policies and Procedures, at <http://info.sjsu.edu/static/catalog/policies.html>. In general, it is recommended that students begin by seeking clarification or discussing concerns with their instructor. If such conversation is not possible, or if it does not address the issue, it is recommended that the student contact the Department Chair as the next step.

Dropping and Adding

Students are responsible for understanding the policies and procedures about add/drop, grade forgiveness, etc. Add/drop deadlines can be found on the current academic year calendars document on the [Academic Calendars webpage](http://www.sjsu.edu/provost/services/academic_calendars/) at http://www.sjsu.edu/provost/services/academic_calendars/. 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/>.

Consent for Recording of Class and Public Sharing of Instructor Material

[University Policy S12-7](http://www.sjsu.edu/senate/docs/S12-7.pdf), <http://www.sjsu.edu/senate/docs/S12-7.pdf>, requires students to obtain instructor's permission to record the course and the following items to be included in the syllabus: "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 this 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."

It is suggested that the greensheet include the instructor's process for granting permission, whether in writing or orally and whether for the whole semester or on a class by class basis.

In classes where active participation of students or guests may be on the recording, permission of those students or guests should be obtained as well.

"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."

Academic integrity

Your commitment, as a student, to learning is evidenced by your enrollment at San Jose State University. The [University Academic Integrity Policy S07-2](http://www.sjsu.edu/senate/docs/S07-2.pdf) at <http://www.sjsu.edu/senate/docs/S07-2.pdf> 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.sjsu.edu/studentconduct/) is available at <http://www.sjsu.edu/studentconduct/>.

Note on Potential Labor Strike

The California Faculty Association is in the midst of a difficult contract dispute with management over salary issues. Higher pay for faculty is crucial to attracting and keeping better professors and improving the quality of your education.

It is possible that the faculty union will picket, hold rallies, or perform other job actions during this semester, up to and including a strike. If the faculty are forced into any of these activities, we will try to keep you apprised and to minimize any disruption to your education.

Students showing support for the faculty will be a very helpful factor in getting a quick settlement that benefits everybody.

For more current information you can visit the California Faculty Association website at <http://www.calfac.org/>

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](http://www.sjsu.edu/president/docs/directives/PD_1997-03.pdf) at http://www.sjsu.edu/president/docs/directives/PD_1997-03.pdf requires that students with disabilities requesting accommodations must register with the [Accessible Education Center](http://www.sjsu.edu/aec) (AEC) at <http://www.sjsu.edu/aec> to establish a record of their disability.

Accommodation to Students' Religious Holidays

San José State University shall provide accommodation on any graded class work or activities for students wishing to observe religious holidays when such observances require students to be absent from class. It is the responsibility of the student to inform the instructor, in writing, about such holidays before the add deadline at the start of each semester. If such holidays occur before the add deadline, the student must notify the instructor, in writing, at least three days before the date that he/she will be absent. It is the responsibility of the instructor to make every reasonable effort to honor the student request without penalty, and of the student to make up the work missed. See [University Policy S14-7](http://www.sjsu.edu/senate/docs/S14-7.pdf) at <http://www.sjsu.edu/senate/docs/S14-7.pdf>.

Student Technology Resources

Computer labs for student use are available in the [Academic Success Center](http://www.sjsu.edu/at/asc/) 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' free tutoring and mentoring is designed to assist students in the development of their full academic potential and to inspire them to become independent learners. Peer Connections tutors are trained to provide content-based tutoring in many lower division courses (some upper division) as well as writing and study skills assistance. Small group and individual tutoring are available. Peer Connections mentors are trained to provide support and resources in navigating the college experience. This support includes assistance in learning strategies and techniques on how to be a successful student. Peer Connections has a learning commons, desktop computers, and success workshops on a wide variety of topics. For more information on services, hours, locations, or a list of current workshops, please visit [Peer Connections website](http://peerconnections.sjsu.edu) 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](http://www.sjsu.edu/writingcenter) 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 and Psychological Services

The SJSU Counseling and Psychological Services is located on the corner of 7th Street and San Carlos in the new Student Wellness Center, Room 300B. Professional psychologists, social workers, and counselors are available to provide confidential 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 and Psychological Services website at <http://www.sjsu.edu/counseling>.

English 100W, Sec. 3: Writing Workshop

Spring 2016 Schedule

Please be advised the schedule below is subject to change. If I do make any changes, I will notify you via Canvas at least 48 hours in advance. The readings below are from the Norton Introduction to Literature (NIL), Literary Theory: a Practical Introduction (LT), or handouts uploaded to Canvas. Unless otherwise noted, the poems, plays, and short stories we will read this semester can be found in the Norton Introduction to Literature. You are expected to have read them prior to the day on which we are scheduled to discuss them.

Course Schedule

Week	Date	Topics, Readings, Assignments, Deadlines
1	Th 1/28	Introductions, syllabus.
2	T 2/2	Diagnostic In-class Essay (500 words): Bring green test book if you choose to write by hand, your computer/mobile device if you choose to type your essay. Read "Introduction" from <i>Norton Introduction to Literature</i> .
2	Th 2/4	Module 1: Poetry. Read "Poetry: Reading, Responding, Writing" (<i>NIL</i>).
3	T 2/9	Read "Understanding the Text" (<i>NIL</i>).
3	Th 2/11	Read W.H. Auden, "Musée de Beaux Arts" and "Stop all the Clocks, Cut Off the Telephone"; Edna St. Vincent Millay, "What lips my lips have kissed, and where, and why"; W.B. Yeats, "The Second Coming." Poetry Explication 1 (250 words) due: upload to Canvas.
4	T 2/16	Read "Gold in the Ore: Sound as Meaning" (available on Canvas).
4	Th 2/18	Reread Gwendolyn Brooks, "We Real Cool." Read William Shakespeare, "The 'pense of spirit in a waster of shame"; W.B. Yeats, "The Lake Isle of Innisfree"; and Emily Dickinson, "A narrow Fellow in the Grass."
5	T 2/23	Read "External Form" (<i>NIL</i>). Choose a sonnet from "The Sonnet Album" to discuss in class (<i>NIL</i>).
5	Th 2/25	Read Elizabeth Bishop, "The Art of Losing" (available on Canvas); Alfred, Lord Tennyson, "Ulysses"; Donald Justice, "Pantoum of the Great Depression" (available on Canvas).
6	T 3/1	Read "Open Forms" (available on Canvas).
6	Th 3/3	Library Visit: Meet in Room 213 of the Dr. MLK Library.
7	T 3/8	First draft of Essay 1: Poetry (1,000 words) due. Upload to Canvas before class begins.

Week	Date	Topics, Readings, Assignments, Deadlines
7	Th 3/10	Mandatory Peer Review: complete online responses to your peers' essays <i>before</i> coming to class and bring two hard copies of your first draft of Essay 1. You will be submitting one copy to me and sharing the other with your group members.
8	T 3/15	Module 2: Fiction. Read "Fiction: Reading, Responding, Writing" (<i>NIL</i>).
8	Th 3/17	James Baldwin, "Sonny's Blues." Final draft of Essay 1 due: bring hard copy to class and upload to Canvas.
9	T 3/22	Ernest Hemingway, "Hills Like White Elephants" and Jamaica Kincaid, "Girl."
9	Th 3/24	Toni Morrison, "Recitatif." Fiction Explication (250 words) due: upload to Canvas.
10	T 3/29	Spring Break
10	Th 3/31	Spring Break/Cesar Chavez Day: campus closed
11	T 4/5	Anton Chekov, "The Lady with the Dog," Flannery O'Connor, "A Good Man Is Hard to Find," and Franz Kafka, "The Hunger Artists." First draft of Essay 2: Fiction (1,000 words) due. Upload to Canvas before class begins.
11	Th 4/7	Mandatory Peer Review: complete online responses to your peers' essays <i>before</i> coming to class and bring two hard copies of your first draft of Essay 2: Fiction. You will be submitting one copy to me and sharing the other with your group members.
12	T 4/12	Module 3: Drama; Lorraine Hansberry, <i>A Raisin in the Sun</i> , Acts 1 and 2.
12	Th 4/14	<i>A Raisin in the Sun</i> , Act 3. Final draft of Essay 2 due: bring hard copy to class and upload to Canvas.
13	T 4/19	William Shakespeare, <i>Hamlet</i> , Act 1
13	Th 4/21	<i>Hamlet</i> , Act 2
14	T 4/26	<i>Hamlet</i> , Act 3. Drama Explication due: upload to Canvas.
14	Th 4/28	<i>Hamlet</i> , Act 4
15	T 5/3	<i>Hamlet</i> , Act 5
15	Th 5/5	First draft of Research Essay (2,500 words) due. Upload to Canvas before class begins. In-class essay (750 words): Interpreting dramatic action.
16	T 5/10	Mandatory Peer Review: complete online responses to your peers' essays <i>before</i>

Week	Date	Topics, Readings, Assignments, Deadlines
		coming to class and bring two hard copies of your first draft of Research Essay. You will be submitting one copy to me and sharing the other with your group members.
16	Th 5/12	Final draft of Research Essay (2,000 words) due. Overview of final exam.
Final Exam	Friday 5/20	306 Clark Hall, 2:45 – 5:00 p.m.