

San José State University
Department of English and Comparative Literature
English 193, Senior Seminar (Literature & Self-Reflection), Secs. 1 & 2, Spring 2016

Instructors: [Paul Douglass](#), Eli Hansen
Office Location: Faculty Offices Building, Room 108
Telephone: (408) 924- 4429
Emails: paul.douglass@sjsu.edu, eli.hansen@sjsu.edu
Class Days/Time: Sec. 1: 3:00- 4:15 PM. Sec. 2: 9:00-10:15 AM
Office Hours: TR 8:00-9:00 AM and W 3:00-4:00 PM
Classrooms: Sec. 1: BBC 122. Sec. 2: BBC 128
Course Website: <https://sites.google.com/a/sjsu.edu/english-193/>
Section Code Numbers: Sec. 1: 20247. Sec. 2: 22635

Course Description

Culminating course for English majors, enabling them to reflect on their experiences and their progress toward meeting the Department Learning Goals (see below): reading groups, workshops, seminar sessions, activities, and writing assignments, including a final portfolio.

Course Texts

Articles on the History and Future of the English Major ([go to course website](#)).
Bechdel, Alison. *Are You My Mother?* ISBN-13: 978-0544002234
Book Group Text (see below).
Jeffers, Robinson. *Medea*. ISBN-13: 978-0573612251.
Johnson, James Weldon, *The Autobiography of an Ex-Colored Man*. ISBN-13: 978-0486285122
Malae, Peter Nathaniel. *What We Are*. ISBN-13: 978-1402239335
Picture Book (your choice).
Poetry Selections (chosen by members of the class).
—Suggested Handbook: *The Everyday Writer* by Andrea Lunsford.

Classroom Protocol

Please turn off cell phones. Turn off laptops unless they are being used in a class activity or presentation by prior arrangement with the instructor. Avoid leaving and returning to the classroom during class sessions.

English Department Learning Objectives:

Students shall:

- 1) demonstrate the ability to 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 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.

Course Grade Calculations

Assignment	Learning Objectives	Weight
Autobiography	3	10%
Book Group	1, 2, 5	10%
Book Group Essay	1, 3	10%
Original Essay	1, 3, 4, 5	20%
Participation	1, 2, 3, 5	20%
Portfolio	3, 4	20%
Practicum/Service Learning	3, 4	10%
Totals	1, 2, 3, 4, 5	100%

Assignment Descriptions:

Autobiography (5-6 pp.)

Who are you? What early experiences shaped your interests? Who was an inspiration (or impediment), mentor (or nemesis)? Which books and authors influenced you? What obstacles have you overcome? What are your habitual ways of thinking and analyzing? Tell the story of yourself. *Grading criteria:* Clear, effective writing.

Book Group (2-3 pp.)

Join with other class members to choose a book you have always wanted to read. Book groups will meet during class time as shown on the calendar. *Grading criteria:* active participation in group, completion of the reading, contribution of background research on the text or author (1-2 pp.), and written self-evaluation (1 p.).

Book Group Essay (3-4 pp.)

A short personal essay on the book you chose to read with your Book Group. *Grading criteria:* Knowledge of the text; clear, effective writing; inclusion of examples from the work; clear thesis.

Original Essay (8-10 pp.)

Essay (personal or traditional) dealing with a text that engages the seminar theme: Self-reflection. *Grading criteria:* one-page proposal submitted; draft of essay submitted; final draft includes at least six "works cited," with quotations from the texts and specific citation of sources using MLA parenthetical system, showing knowledge and understanding of the texts discussed as evidenced by clear writing, logical paragraphing, and correctness of English usage. **Note: You must give an oral report and turn in a draft of this essay.** The final draft will be due when you submit your portfolio. See calendar for due dates.

Participation and Class Work

Come to class having read the day's assignment and (when assigned) bring a brief reader's response or comment in writing. Participate in small-group or full-class discussions and answer a question, interpret a passage, express an opinion, or make an observation. In-class work will include short writing assignments, memorizing a poem, and small group activities. *Grading criteria:*

- 1) knowledge of texts as demonstrated by oral and written comments and questions;
- 2) meeting course deadlines and requirements, including memorizing a poem and

- reciting it in class, completing in-class writings, sharing a picture book, and participating in book groups and campus literary events;
- 3) participation in small-group activities and discussions as observed by the instructor.

Portfolio

The English 193 Portfolio should demonstrate the ways in which you have met the Department of English and Comparative Literature's Learning Goals. In hardcopy submissions, please remove all staples from portfolio examples and use *no* slipcovers.

The portfolio should contain the following items:

- 1) Cover page.
- 2) List of courses taken in the major.
- 3) Table of Contents.
- 4) Introduction commenting on the portfolio's contents and reflecting on your experiences in the major.
- 5) Short introductions to each essay or subsection commenting on the assignments' challenges, how you met them, and what you learned.
- 6) Examples of graded and other written work from at least five other courses taken in the major.
- 7) Practicum Final Report: description (2 pp. +) or transcript of interview (2 pp. +).
- 8) Book Group Final Report: self-evaluation (1-2 pp.).
- 9) Original essay written for English 193.

Grading criteria: fulfillment of the above list of requirements, effective writing, thoughtful reflective introductory pieces, good organizational scheme for materials submitted.

Practicum/Service Learning Exercise (4 pp.)

Propose a project in alignment with one of two options: **1)** Take your experience and ability as an English major out there and do something. Volunteer in a school classroom or public library. Help create publicity for a nonprofit or government organization, etc. **2)** Pick a person whose life and work interests you and earns your admiration. Interview that person and submit the written transcript along with your comments. *Grading criteria:* Submitting a proposal in writing (1 p.), two progress reports (1 p. each), and a final description (2 pp.) of what you did (choice **#1**), or a transcript or narration of your interview (choice **#2**).

Extraordinary Spring Circumstance:

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/>

ENGLISH 193: SPRING 2016 CALENDAR

DATE	READINGS AND ASSIGNMENTS
Jan. 28	Introduction to the Course.
Feb. 2	Picture Book presentations. Book Group Text ideas due.
Feb. 4	Picture Book presentations. Practicum Proposal Due (1 p.).
Feb. 9	Picture Book presentations. Form Book Groups. Discuss Original Essays.
Feb. 11	Picture Book presentations. <i>Autobiography of an Ex-Colored Man.</i>
Feb. 16	Poem recitations. <i>Autobiography of an Ex-Colored Man.</i>
Feb. 18	Poem recitations. Original Essay Proposal Due.
Feb. 23	Poem recitations. <i>Are You My Mother?</i>
Feb. 25	Poem recitations. <i>Are You My Mother?</i>
Mar. 1	Poem recitations. <i>Are You My Mother?</i>
Mar. 3	<i>Are You My Mother?</i> Autobiography Due.
Mar. 8	Book Groups Meet.
Mar. 10	Book Groups Meet. Practicum Progress Report #1 Due (1 p.) in hard-copy.
Mar. 15	<i>Medea.</i> (Bring hard-copy of reading response.)
Mar. 17	<i>Medea.</i>
Mar. 22	Discussion of articles by Bérubé, Schwarz, Smith, and Summit. (Downloadable.)
Mar. 24	Book Groups Meet. Continued discussion of articles.
Mar. 29-31	SPRING BREAK.
Apr. 5	<i>What We Are</i> , chapters 1-10. (Bring hard-copy of reading response.)
Apr. 7	<i>What We Are</i> , chapters 11-20.
Apr. 12	<i>What We Are</i> , chapters 21-30.
Apr. 14	<i>What We Are</i> , chapters 31-40. (Bring hard-copy of reading response.)
Apr. 19	Oral Reports on Original Essays.
Apr. 21	Oral Reports on Original Essays. Book Groups Meet. (Research notes due.)
Apr. 26	Oral Reports on Original Essays. Original Essay Draft Due.
Apr. 28	Practicum Progress Report #2 Due (1 p.) in class: hard-copy.
May 3	Book Groups Final Meeting and Evaluation.
May 5	Draft Intro. & Table of Contents for Portfolio Due in Class: hard-copy.
May 10	Original Essay Due.
May 12	Portfolio check-in and Final Words.
May 15	Portfolio Due by 5:00 PM. No Class session on this date.

Supplemental Policies and Information

English Department Grading Policies

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. Grades issued will represent a full range of student performance and will adhere to the following SJSU academic standards of 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 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 descriptably 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.

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. Courses graded according to the A, B, C, No Credit system shall follow the same pattern, except that NC shall replace D or F. In such cases, NC shall also substitute for W (or Withdrawal) because neither grade (NC or W) affects students' GPA.

Academic Integrity

The Academic Integrity Policy is outlined at <http://info.sjsu.edu/static/catalog/integrity.html>, which also covers Student Conduct and Ethical Development. Your commitment to learning requires you be honest in your academic course work. Faculty members must report all infractions to the Office of Judicial Affairs. 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 you alone, unless otherwise specified. If you wish to incorporate any material you have submitted, or plan to submit for another class, SJSU's [Policy on Academic Integrity](#) requires approval of all instructors involved.

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 discuss this with your instructor as soon as possible. Presidential Directive 97-03 requires that students with disabilities requesting accommodations must register with the DRC (Disability Resource Center) to establish a record of their disability. The DRC's web site is www.drc.sjsu.edu.

Adding and Dropping Classes

Check the SJSU Calendar for the last day to drop a class without a W grade and the last day for adding classes without a late fee, for registering late, or for requesting grade options. Information regarding the university policy on late drops can be found on the Academic Advising website at <http://www.sjsu.edu/aars/policies/latedrops/>.

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, writing, and reading.

SJSU Writing Center

The SJSU Writing Center is located in Room 126 in Clark Hall. It is staffed by professional instructors and upper-division or graduate-level writing specialists from each of the seven SJSU colleges. Our writing specialists have met a rigorous GPA requirement, and they are well trained to assist all students at all levels within all disciplines to become better writers. The Writing Center website is located at <http://www.sjsu.edu/writingcenter/>.

Learning Assistance Resource Center (LARC) and Peer Mentoring

[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 skills assessment, individual or group tutorials, subject advising, learning assistance, summer academic preparation and basic skills development. [The Peer Mentor Center](#) is located on the 1st floor of Clark Hall in the Academic Success Center. Mentors excel in helping students manage university life, from academic challenges to interpersonal struggles. Mentor services are free, no reservation required.

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.