

**San José State University**  
**Department of English & Comparative Literature**  
**ENGL 100W: Writing Workshop, Course #27267, Section 3 spring 2018**

**Instructor:** Dalia Sirkin

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**Office Hours:** MW 12:00-1:00 pm and by appointment

**Class Days/Time/Classroom:** MW 13:30-14:45, BBC 128

**Prerequisites:** A3 or equivalent second semester composition course (with a grade of C- or better); Completion of core GE, satisfaction of Writing Skills Test (WST), and upper division standing.

**GE/SJSU Studies Category:** Area Z: Written Communication II  
To satisfy the CSU Graduation Assessment Requirement (GWAR), students must pass the course with a C or better.

**Canvas and MYSJSU Messaging:** Course materials such as syllabus and assignment instructions can be found on the Canvas learning management system course website. You are responsible for checking the messaging system through MySJSU, Canvas, and university email 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. This intensive reading and writing course focuses on poetry, drama, fiction, and critical prose. 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 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 literature in its major forms. By engaging this work, students will accomplish all of these objectives.

**Department of English and Comparative Literature Learning Goals:**

Read closely in a variety of forms, styles, structures, and modes, and articulate the value of close reading in the study of literature.
Show familiarity with major literary works, genres, periods, and critical approaches to British, American, and World Literature.
Write clearly, effectively, and creatively, and adjust writing style appropriately to the content, context, and nature of the subject.
Develop and carry out research projects, and locate, evaluate, organize, and incorporate information effectively.
Articulate the relations among culture, history, & texts.

## GE Learning Objective (GELO)

GE Learning Objective (GELO)	How will this GELO be achieved?
GELO 1: Produce discipline-specific written essays that demonstrate upper-division proficiency in language use, grammar, and clarity of expression	Students will participate in classroom activities that require attention to revision as well as editing strategies and standards.
GELO 2: Explain, analyze, develop, and criticize ideas effectively, including ideas encountered in multiple readings and expressed in different forms of discourse.	All writing assignments require students to incorporate their readings of literary texts. Both bibliographic and writing assignments require students to engage in research and argumentation: responding to other critics; reading of the texts.
GELO 3: Organize and develop essays for both professional and general audiences.	The three different genres of literary criticism that students write this semester will engage them in conversations with peers and with published critics.
GELO 4: Organize and develop essays according to appropriate editorial and citation standards.	Students will learn to use MLA format for organizing and citing primary and secondary sources.
GELO 5: 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 professional level critical essays in the discipline.

### Required Textbooks/Readings and materials:

- X. J. Kennedy & Dana Gioia, *Literature: An Introduction to Fiction, Poetry, Drama, and Writing*, 13<sup>th</sup> ed. (ISBN-13: 9780134046969)
- SJSU Campus Handbook: *The Everyday Writer* by Andrea Lunsford: Print ISBN: 9781457667121 available at Spartan bookstore
- Three large green examination booklets for the in class essays and final exam are available at the Spartan bookstore.  
Books can be purchased used and new at Spartan bookstore, on Amazon and Abebooks.

### Library Liaison

Professor Toby Matoush is the library liaison for English and Comparative Literature and for Languages.  
Email: [toby.matoush@sjsu.edu](mailto:toby.matoush@sjsu.edu), Web site <http://libguides.sjsu.edu/english>, Phone: 408-808-2096

### Grading Policy

In English Department courses, instructors will comment on and grade the quality of student writing as well as the quality of ideas being conveyed. Requirements for particular assignments will vary, but in all cases essay grades will reflect the paper's effectiveness, which are broken down into three major areas: content (this includes maturity and sophistication of thought), organization, and expression. All assignments, reading responses, and exams are graded on a traditional A-F scale.

All assignments 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.

### **English 1B Grading: A – F**

The Department of English reaffirms its commitment to the differential grading scale as defined by the SJSU Catalog (Grades-Letter Grading). Grades issued must represent a full range of student performance: A+/A/A- = excellent; B+/B/B- = above average; C+/C/C- = average; D+/D/D- = below average; F = failure. *Within any of the letter grade ranges (e.g. B+/B/B-), the assignment of a + or – grade will reflect stronger (+) or weaker (-) completion of the goals of the assignment.*

### **Course Requirements and Assignments**

In addition to the in class diagnostic essay, students will write 20 reading responses, 4 graded essays – including 1 revision of an earlier essay--for a total of 8,000 words minimum, excluding the final examination. Two of the essays will be written in class, two out of class. The last essay on poetry explication will be your final exam.

Writing: Assignments shall emphasize those analytical and interpretive skills and activities in reading, thinking, researching, and writing that produce clear and purposeful critical essays that demonstrate an understanding of how literature contains and conveys its effects and meanings. Critical and analytical essays are built around a main idea, claim, or interpretation you are making about a text.

Reading: Close reading requires paying close attention to the particulars in the work: words, lines, scenes, characters, conflicts, and questioning their meaning. The reading assignments represent different genres—fiction, poetry, and drama--as well as diverse voices. Readings satisfy CLOs (Course Learning Objectives) 1, 2, 5.

### **Out of class writing**

All the writing that you do outside of class—twenty reading responses, two essays, revision, and thesis and annotated bibliography--must be typed, in 12 point font with 1 inch margins, double-spaced, must follow MLA style. A hard copy of all out of class assignments must be submitted *stapled* by the beginning of class *and* on Canvas on the dates they are due. In addition to submitting your work on Canvas, essays will be submitted to Turnitin for verification.

**Reading responses** (RR) should be 200 words and are due at the beginning of class. They involve writing brief essay responses from the assigned reading and knowing material discussed in class.

**Participation** is a key component in English 100W. To earn all or most of the 100 points, it is important that you:

- Engage in the classroom experience by asking/answering questions, interpreting passages, making comments, and expressing opinions orally and in writing.
- Contribute in small-group or full-class discussions.

*Attendance per se shall not be used as a criterion for grading according to University Policy F-69-24 located at <http://www.sjsu.edu/senate/docs/F69-24.pdf>.*

Point Grade Scale		
A 930 and above	B- 800-829	D+ 670-699
A- 900-929	C+ 770-799	D 630-669
B+ 870-899	C 730-769	D- 600-629
B 830-869	C- 700-729	F Below 600

#### Assignments, Word Count, Learning Objectives, and Grade Value

Assignments	Word Count	GELO	Grade Value
Diagnostic essay [not graded]	500	GELO 2, 3, 5	0%
Essay 1 In class on fiction	600	GELO 1-5	100 points (10%)
Essay 2 In class on poetry	600	GELO 1-5	100 points (10%)
Essay 3 Revision in class on poetry	1200	GELO 1-5	150 points (15%)
Essay 4 Out of class essay on drama	1200	GELO 1-5	100 points (15%)
Thesis and Annotated bibliography	500	GELO 1, 2, 3	100 points (10%)
20 Reading Responses (200 words each)	4000	GELO 1-5	200 points (20%)
Final exam (explication of poem)	n/a	GELO 1, 2	100 points (10%)
Participation -- class discussions, free writes	250	GELO 1, 2, 3	100 points (10%)
Totals	8850		1000 points (100%)

#### **Classroom Policies, Protocol, and Procedures**

- Missed in class work and oral presentations cannot be made up. If an emergency arises that requires your absence from class, please contact the professor **before** class time and document your absence (doctor's note, for example).
- No assignments will be accepted via email.
- To receive credit, all essays and homework assignments must be submitted in person and/or on Canvas by the beginning of class. Late papers will be penalized one full letter grade for each day late.
- If you are absent, you are responsible for contacting a classmate to learn about assignments, lecture notes/classroom activities, and announcements.
- Before you enter the classroom, you must turn **off** your mobile phone, your iPod, and anything that may distract you from the day's work. Texting is **not** permitted at any time.
- Bring a copy of all texts assigned for that day and come to class on time having read the day's assignment and prepared to discuss it.
- Extra credit is not available.
- "Grade Checks": Please bring your forms to the instructor during office hours only.
- Course requirements may include attendance at [number and type of] events outside of class meeting times. Some of these events [may] charge an entrance fee. If you anticipate any difficulty in meeting this course requirement, please consult with the course instructor in the first two weeks of the semester.

#### **University Policies**

The following link <http://www.sjsu.edu/gup/syllabusinfo/> contains university-wide policy information relevant to all courses

SJSU classes are designed such that in order to be successful, 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), including preparing for class, participating in course activities, completing assignments, and so on. More details about student workload can be found in University Policy S12-3 at <http://www.sjsu.edu/senate/docs/S12-3.pdf>.

### Academic integrity

Your commitment, as a student, to learning is evidenced by your enrollment at San Jose State University. The University Academic Integrity Policy F15-7 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. Visit the Student Conduct and Ethical Development website for more information.

## Section 3 Course #27267 English 100W, spring 2018

### Course Schedule

The schedule is subject to change. Any changes will be announced in class and via email. Unless specified otherwise, reading assignments are from our textbook, *Literature*, and must be completed before the beginning of class on the dates they appear in the schedule. Glossary of literary terms can be found on pages 1920-1949

Week	Date	Topics, Readings, Assignments, Deadlines
1	W, 1/24	Introduction: Syllabus and Schedule Overview <b>In class diagnostic essay</b>
1 Fairy tale & Short story	M, 1/29	1 Reading a story 5-6 Grimm brothers' "Godfather Death" 12-14 Updike, "A & P" 17-21 <b>RR #1</b>
2	W, 1/31	43 Writing about a story 1791 Faulkner, "Barn Burning," 172-183 <b>RR #2</b>
2	M, 2/5	Carver, "Cathedral" 103-113 <b>RR #3</b>
3	W, 2/7	Faulkner, "A Rose for Emily" 30-36 <b>RR #4</b>
3	M, 2/12	O'Connor "A Good Man Is Hard to Find" 403-413 <b>RR #5</b>
4 Novella	W, 2/14	Tolstoy, "The Death of Ivan Ilyich" I, II, III, IV, V 270-292 <b>RR #6</b>
4	M, 2/19	Tolstoy, "The Death of Ivan Ilyich" VI, VII, VIII, IX, X, XI, 293-307 <b>Essay 1: In class analysis of fiction—Bring large green examination booklet</b> Recommended: Watch Japanese film <i>Ikiru</i> (1952) directed by Akira Kurosawa
5 Poetry	W, 2/21	14 Reading a Poem 640-1 (Paraphrase) Hayden's "Those Winter Sundays" 644 and "The Whipping," 934 Browning, "My Last Duchess" 649, Tennyson, "Ulysses" 871 (dramatic monologue) <b>RR #7</b>
5	M, 2/26	15 Voice 655 Roethke, "My Papa's Waltz" 656, Auden, "The Unknown Citizen" 669-670,

Week	Date	Topics, Readings, Assignments, Deadlines
		Owen, "Dulce et Decorum Est" 674 <b>RR #8</b>
6	W, 2/28	16 Words (diction) 680 44 Writing about a poem 1816 Carroll, "Jabberwocky" 697-8, Heaney, "Digging" 1053, Collins, "The Names" 694 <b>RR #9</b>
6	M, 3/5	17 Denotation and Connotation 702 Blake, "London" 703-5 Wilbur, "Love Calls US to the Things of This World" 709-10 <b>RR #10</b>
7	W, 3/7	18 Imagery 713 Pound, "In a Station of the Metro" 713 Bishop, "The Fish," 716, Bishop, "Filling Station" 1033, Roethke, "Root Cellar" 715 <b>RR #11</b>
7	M, 3/12	19 Figures of Speech 732-6 Blake, "To see a world in a grain of sand" 737, Sandburg, "Fog" 745 <b>RR #12</b>
8	W, 3/14	21 Sound, 22 Rhythm, 769-802 Dickinson, "I heard a Fly buzz – when I died" 953-4, Dickinson, "Because I could not stop for Death" 954-5, Jarrell, "The Death of the Ball Turret Gunner" 1058 <b>RR #13</b>
8	M, 3/19	23 Closed Form 803-5 (Petrarchan and Shakespearean sonnets) Milton, "When I consider how my light is spent" 1072 Shelley, "Ozymandias" 933, Frost, "Design" 987-8 Gwynn, "Shakespearean Sonnet" 813, Alexie, "The Facebook Sonnet" 813-4 <b>Essay 2: In class essay on poetry—Bring large green examination booklet</b>
9	W, 3/21	Closed form continued (villanelle, sestina) Bishop, "One Art" 935, Thomas, "Do Not Go Gentle Into the Good Night" 816-7 Bishop, "Sestina," 818, Frost, "Stopping by Woods on a Snowy Evening" 988 <b>RR #14</b>
10	<b>M-F 3/26-3/30</b>	<b>Spring Recess</b>
10	M, 4/2	24 Open form or free verse 824-7 Whitman, "O Captain! My Captain!" 941, Auden, "Musee des Beaux Arts" 1030, Stafford, "Traveling Through the Dark" 929,
11	W, 4/4	Jonson, "On My First Son" 1059, Rich, "Aunt Jennifer's Tigers" 645 (& 651) Rich, "Living in Sin" 1080 <b>RR #15</b>
11	M, 4/9	35 Reading a play 1105 Aristotle's Concept of tragedy 1160-63 <b>Essay 3: Revision of essay 2 on poetry</b>
12 Drama	W, 4/11	Sophocles, <i>Oedipus the King</i> 1164-1176 (line 515) <b>RR #16</b>
12	M, 4/16	Sophocles, <i>Oedipus the King</i> 1176-1188 (line 1008)

Week	Date	Topics, Readings, Assignments, Deadlines
13	W, 4/18	Sophocles, <i>Oedipus the King</i> 1188-1202 Freud, "The Destiny of Oedipus" 1236-7 <b>RR #17</b>
13	M, 4/23	Shakespeare, <i>Othello</i> Act I 1250-1270
14	W, 4/25	<i>Othello</i> , Act II 1271-1290 <b>RR #18</b>
14	M, 4/30	<i>Othello</i> , Act III 1290-1313 <b>Tentative thesis due</b>
15	W, 5/2	<i>Othello</i> , Act IV 1313-1331 <b>RR #19</b>
15	M, 5/7	<i>Othello</i> , Act V 1331-1348 45 Writing about a play 1838 <b>Essay 4: out of class essay on drama</b>
16	W, 5/9	<b>RR #20</b>
16	M, 5/14 Last day of instruction	48 Writing an Essay Exam 1884 (in preparation for final) <b>Thesis and Annotated bibliography due</b>
<b>Final Exam</b>	<b>Tuesday, May 22</b>	<b>12:15-14:30</b> <b>Bring large green examination booklet</b>