

**San José State University**  
**Dept of English and Comparative English**  
**100W, Section 4, Spring 2019**

**Course and Contact Information**

<b>Instructor:</b>	Dr. Kathleen McSharry
<b>Office Location:</b>	Faculty Office Building 217
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<b>Office Hours:</b>	M/T/W/R 1:30-2:30 pm or by appointment
<b>Class Days/Time:</b>	TR 12 noon-1:15 pm
<b>Classroom:</b>	Sweeney Hall 348
<b>Prerequisites:</b>	A passing score on the WST, upper-division standing (60 units) and completion of CORE GE
<b>GE/SJSU Studies Category:</b>	Area Z: This course must be passed with a C or better as a CSU graduation requirement.

**Canvas and MYSJSU Messaging:** All course materials (syllabus, handouts, notes, assignment instructions, etc.) will be posted on the course website in Canvas, SJSU's learning management system. Students are responsible for checking Canvas regularly to stay apprised of course assignments and due dates, updates to the course syllabus, and messages from the instructor.

**Course Description:** English 100W is an integrated writing and literature course in which students develop advanced proficiency in college-level reading and writing. It broadens and deepens students' understanding of the genres, audiences, and purposes of college writing developed in Written Communication 1A and 1B while developing mastery of the discourse and methods specific to the field of English literary studies. The course provides students with repeated practice in close reading of literary texts, writing and revising informal and formal essays of literary analysis, and peer review of other students' writing.

**Course Goals and Student Learning Objectives:** ENGL 100W is a required course for all SJSU English majors and satisfies SJSU's Area Z: Written Communication II general education requirement. As such, it has two sets of Student Learning Objectives detailed below. Generally speaking, we will engage in all phases of those reading, thinking, researching, and writing processes that produce clear and purposeful critical essays of literary analysis. Ultimately, students will demonstrate an understanding of literary forms and purposes while illuminating for others how literature contains and conveys its effects and meanings.

## How Area Z Learning Goals Will Be Met

<b>GE Learning Objective (GELO)</b>	<b>How will this GELO be achieved?</b>
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.	Classroom activities include drafting and revising of papers that conform to standards of written English in the discipline.
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.	All assignments require students to analyze literary texts using the methods and discourse of the discipline. Writing assignments require students to engage in argumentation by responding to 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.	The three different genres that students will read and write about this term will engage them in conversations with peers and other critics.
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 current MLA standards for 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 introduce students to the fundamental components of reading and writing in the discipline: processes of close reading, analysis and argumentation, peer review, and revision.

## How Student Learning Objectives for the B.A. in English Will Be Met

<b>Department Learning Goal</b>	<b>How will this goal be achieved?</b>
<ul style="list-style-type: none"> <li>• 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</li> </ul>	Students will read poetry analytically for half of the term and will study two longer works, a novel and a play.
<ul style="list-style-type: none"> <li>• show familiarity with major literary works, genres, periods, and critical approaches to British, American, and World Literature</li> </ul>	Course readings are drawn primarily from 20 <sup>th</sup> century American literature.
<ul style="list-style-type: none"> <li>• write clearly, effectively, and creatively, and adjust writing style appropriately to the content, the context, and the nature of the subject</li> </ul>	Students will develop facility with the common components of literary analysis as well as the standards of written English.
<ul style="list-style-type: none"> <li>• develop and carry out research projects, and locate, evaluate, organize, and incorporate information effectively</li> </ul>	Students will research and incorporate information from outside sources into their arguments.
<ul style="list-style-type: none"> <li>• articulate the relations among culture, history, and texts</li> </ul>	All assignments involve cross-cultural, trans-historical, and/or inter-textual discourse.

**Required Texts/Readings:** available at Spartan Stores and online vendors

- *The Things They Carried*. Tim O'Brien.
- *Fences*. August Wilson.

These texts will be supplemented with short stories and poems published on various open access websites. All supplemental readings will be housed in the Canvas course site.

### **Other Required Materials**

Because this class employs a process-based approach to analyzing literature and developing paper topics, students need to keep their work in some kind of a binder and to bring each unit's work to every class meeting.

- 8.5" x 11" writing paper
  - Loose-leaf or a bound journal is fine.
  - writing paper and a pen or pencil to every class meeting.
- Writing implements
  - Blue or black pen for in-class writing assignments
  - Pencils are useful for marking text
- Four paper portfolios
  - These will hold writing assignments for each of the course's four units.

### **Policy on electronic devices in class**

Students are encouraged to bring laptops to class to complete in-class writing assignments and to view assignments in Canvas. Any other use of a laptop, or of any other electronic device, in class is strictly prohibited.

### **Library Liaison**

Professor Toby Matoush  
Toby.Matoush@sjsu.edu  
(408) 808-2096

### **Help with Writing**

All students are encouraged to make use of SJSU's Writing Center, which employs undergraduate students who have been trained how to help students improve their writing. Peer tutors in the Writing Center can help with any stage of the writing process, from brainstorming to drafting, revising, and finishing formal paper assignments.

### **Policy on late work**

Except in cases of documented need (e.g. health, legal, family emergency), late work will not be accepted. Exceptions will be made at the discretion of the instructor and only when compelling documentation is provided by the student. Extra credit is not an option in this course.

### **University Policies**

University policies relevant to all courses, such as academic integrity, accommodations, etc. is available on the Office of Graduate and Undergraduate Programs' [Syllabus Information web page](http://www.sjsu.edu/gup/syllabusinfo/) at <http://www.sjsu.edu/gup/syllabusinfo/>.

## Course Requirements and Assignments

*Students must complete all course assignments in order to pass the course.*

Course assignments include in-class reading and writing assignments, papers in various stages of drafting and revising, all ancillary steps in each assignment, as well as active and regular participation in class. Unless otherwise indicated, assignments must be submitted through the Canvas course site by the date and time indicated in the syllabus.

### *Formal writing assignments*

Students will write **four** out-of-class papers of literary analysis (2000 words each, including preliminary assignments). Classroom activities and homework assignments are designed to create strong foundations for each of these assignments. As such, all written assignments in a given unit must be submitted with the formal paper for that unit. The four formal assignments themselves must be typed in Word according to current Modern Language Association standards for format and parenthetical documentation.

### *Participation Expectations*

Our class constitutes a community of readers and writers who work together to develop their understanding of and appreciation for literature and to produce coherent and compelling papers of literary analysis. At least once a week, students will complete written assignments in class that they will hand in with the corresponding formal paper. Students will also read one another's writing in class and give constructive, helpful feedback to their peers. On occasion, students will also make informal class presentations on readings assigned for the day. **In-class assignments cannot be made up.**

Students are expected to be in the classroom and ready to contribute at 12 noon for every class meeting. Regular, timely attendance, along with a clear engagement with the learning opportunities in class, contributes to a positive environment for everyone's learning.

### **Your class participation will be assessed as follows:**

- A: Regular, helpful questions and comments that demonstrate full preparation for class meetings. Active, positive participation in all classroom discussions and activities. Conformity to all course policies as stated in this syllabus.
- B: Occasional, pertinent questions and responses; good listening. Conformity to all course policies as stated in this syllabus.
- C: Infrequent, tangential questions or comments; attentive. Conformity to all course policies as stated in this syllabus.
- D: Inconsistent conformity to policies stated in this syllabus; disengaged from discussion; not prepared for class.
- F: Regularly absent, physically or mentally; failure to contribute meaningfully to the classroom's learning community; repeated violations of classroom policies.

Students are STRONGLY ENCOURAGED to review the course calendar in light of their other commitments. The instructor will determine on a case-by-case basis whether or not an out-of-class commitment merits special consideration.

## Course Grade Distribution

This course is divided into four units.

Units 1 and 2 constitute 30% each of the final course grade, for a total of 60%.

Units 3 and 4 each constitute 20% of the final course grade, for a total of 40%.

Each unit grade is determined as follows:

- Class participation 20%
  - includes class discussion, oral presentations, peer review
- Preparatory exercises 20%
  - includes homework assignments and in-class writing assignments
- Paper assignments 60%
  - includes all required drafts, feedbacks, and revisions of formal paper assignments

## Grading Standards for Papers

English 100W is an A-F course that conforms to the grading scale defined in the University's official [Catalog](#). In addition to the standard grades of A, B, C, etc., plus (+) and minus (-) grades will be used in evaluating assignments. Work that is assigned a + or – along with a letter grade is somewhat better than or somewhat weaker than the criteria in the standards of achievement described below.

The “A” essay will engage in close readings of literary texts. The essay will be well organized and well developed, demonstrating a clear understanding and fulfillment of the assignment. It will contain original ideas expressed in sentences distinguished by syntactic complexity and variety. Such essays will follow Modern Language Association formatting guidelines and 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 slight weakness 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 weaknesses in fundamentals, usually development, with barely enough specific information to illustrate or support claims. 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. The essay may reveal some problems in development, with insufficient specific information to illustrate or support claims. It will contain grammatical, mechanical, and/or usage errors that are serious and/or frequent enough to interfere substantially with the writer's ability to communicate.

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.

## English 100W Spring 2018 Schedule of Classes and Assignments

This schedule may be changed at the discretion of the instructor. Any changes will be announced at least one week in advance and will be noted in our Canvas course site. Students should bring physical copies of the assigned books to class. Unless otherwise indicated, poems, essays and shorts stories will be posted on the Canvas course site.

Week	Date	Topics, Readings, Assignments, Deadlines
1	Jan 28	<b>Introductions</b> <b>Forms of address</b> What is close reading? <ul style="list-style-type: none"> <li>• Wendell Berry, “Where the Wild Things Are”</li> </ul> <b>Homework for next class meeting:</b> <ul style="list-style-type: none"> <li>• Read Syllabus.</li> <li>• Read Poetry Packet #1.</li> </ul>
1	Jan 30	Syllabus overview <b>Reading Workshop</b> <ul style="list-style-type: none"> <li>• Your favorite poems</li> <li>• Start reasons why list</li> <li>• Start key terms list</li> <li>• Philip Larkin, “The Trees”</li> </ul> <b>Homework for next class meeting:</b> <ul style="list-style-type: none"> <li>• Close reading exercise #1</li> </ul>
2	Feb 4	<b>Workshop on analyzing poetry</b> <b>Homework for next class meeting:</b> <ul style="list-style-type: none"> <li>• Formal analysis of chosen poem</li> </ul>
2	Feb 6	<b>Writing Workshop</b> <ul style="list-style-type: none"> <li>• What is peer review?</li> <li>• Standards for reading and responding to others’ work</li> </ul> <b>Homework for next class meeting:</b> <ul style="list-style-type: none"> <li>• Read Poetry Packet #2</li> </ul>
3	Feb 11	<b>Given Forms: Sonnets, Sestinas, and Villanelles</b> <ul style="list-style-type: none"> <li>• Why write in a given form?</li> <li>• Shakespeare, Sonnet 16</li> </ul> <b>Homework for next class meeting:</b> <ul style="list-style-type: none"> <li>• Poem scansion and analysis</li> </ul>
3	Feb 13	<b>Paper #1 assigned</b> <ul style="list-style-type: none"> <li>• Choosing a poem</li> <li>• Reasons why</li> <li>• Key terms</li> </ul> <b>Schedule individual appointments with Professor McSharry</b>

<b>Week</b>	<b>Date</b>	<b>Topics, Readings, Assignments, Deadlines</b>
4	18-Feb	<b>Individual conferences with Professor McSharry</b> <b>Homework for next class meeting:</b> <ul style="list-style-type: none"> <li>· First draft of Paper #1</li> </ul>
4	20-Feb	<b>Writing Workshop</b>
5	25-Feb	<b>Final draft of Paper #1 due, along with all Unit 1 writing assignments</b>
5	27-Feb	<b>The Elements of Fiction</b> <ul style="list-style-type: none"> <li>· Inter-racial Relations in Post-World War II American Literature</li> <li>· Begin reading Flannery O'Connor</li> </ul> <b>Homework for next class meeting:</b> <ul style="list-style-type: none"> <li>· Finish "A Good Man is Hard to Find"</li> <li>· Read "A Temple of the Holy Ghost"</li> </ul>
6	4-Mar	<b>Reading and writing workshop</b> <ul style="list-style-type: none"> <li>· Fiction exercise #1</li> </ul> Discuss O'Connor Begin James Baldwin, "Sonny's Blues" <b>Homework for next class meeting:</b> <ul style="list-style-type: none"> <li>· Finish Sonny's Blues</li> </ul>
6	6-Mar	<b>Reading and writing workshop</b> <ul style="list-style-type: none"> <li>· Fiction exercise #2</li> <li>· Discuss Baldwin</li> </ul> Begin Tim O'Brien, The Things They Carried <b>Homework for next class meeting:</b> <ul style="list-style-type: none"> <li>· Read O'Brien pp. 1-36</li> </ul>
7	11-Mar	<b>Reading and writing workshop</b> <ul style="list-style-type: none"> <li>· Fiction exercise #3</li> <li>· Discuss O'Brien</li> </ul> <b>Homework for next class meeting:</b> <ul style="list-style-type: none"> <li>· Read O'Brien pp. 37-63</li> </ul>
7	13-Mar	<b>Paper #2 assigned.</b> <ul style="list-style-type: none"> <li>· Brainstorming possible topics.</li> </ul> <b>Homework for next class meeting:</b> <ul style="list-style-type: none"> <li>· Close reading of key passage for your paper</li> </ul>
8	18-Mar	<b>Writing workshop</b> <ul style="list-style-type: none"> <li>· What is a first draft?</li> <li>· Writing toward a thesis.</li> </ul> <b>Homework for next class meeting:</b> <ul style="list-style-type: none"> <li>· Complete first draft of paper #2</li> </ul>

<b>Week</b>	<b>Date</b>	<b>Topics, Readings, Assignments, Deadlines</b>
8	20-Mar	<b>Principles of peer review</b> <ul style="list-style-type: none"> <li>· Peer review workshop</li> </ul> <b>Homework for next class meeting:</b> <ul style="list-style-type: none"> <li>· Peer review of writing partner's draft</li> </ul>
9	25-Mar	<b>Advanced Revision Strategies</b> <ul style="list-style-type: none"> <li>· Incorporating reader's feedback</li> <li>· Incorporating others' ideas into your paper</li> <li>· MLA citations</li> </ul> <b>Homework for next class meeting:</b> <ul style="list-style-type: none"> <li>· Final draft paper #2</li> </ul>
9	27-Mar	<b>Final draft of paper #2, along with all drafts, written peer review, and written exercises for Unit, 2 due at 12 noon in class.</b>
		<b>SPRING BREAK</b>
10	8-Apr	<b>August Wilson, Fences, Act 1</b> <b>Homework for next class meeting:</b> <ul style="list-style-type: none"> <li>· Finish Act 1 Scenes 1-2</li> </ul>
10	10-Apr	<b>Reading/Writing Workshop</b> <b>Homework for next class meeting:</b> <ul style="list-style-type: none"> <li>Finish Act 1 Scenes 3-4</li> </ul>
11	15-Apr	<b>Reading/Writing Workshop</b> <b>Homework for next class meeting:</b> <ul style="list-style-type: none"> <li>Wilson, Act 2, Scenes 1-2</li> </ul>
11	17-Apr	<b>Reading/Writing Workshop</b> <b>Homework for next class meeting:</b> <ul style="list-style-type: none"> <li>Wilson, Act 2, Scenes 3-5</li> </ul>
12	22-Apr	<b>Final draft of paper #3, along with all drafts, written peer review, and written exercises for Unit 3, due at 12 noon in class.</b>
12	24-Apr	<b>Reading and writing workshop</b> <ul style="list-style-type: none"> <li>· Poetry exercise #1</li> </ul> <b>Homework for next class meeting:</b> <ul style="list-style-type: none"> <li>· Finish Poetry exercise #1</li> </ul>
13	29-Apr	<b>In class writing on selected poems</b> <b>Paper #4 assigned</b> <b>Homework for next class meeting:</b> <ul style="list-style-type: none"> <li>· Brainstorming possible paper topics.</li> </ul>

<b>Week</b>	<b>Date</b>	<b>Topics, Readings, Assignments, Deadlines</b>
13	1-May	<b>Full-class brainstorm</b> <ul style="list-style-type: none"> <li>· Course evaluations</li> </ul> <b>Homework for next class meeting:</b> <ul style="list-style-type: none"> <li>· Committing to your final topic</li> </ul>
14	6-May	<b>Writing workshop</b>
14	8-May	<b>Writing workshop</b>
15	13-May	<b>Sharing Your Work</b>
	20-May	<b>Unit 4 portfolio due in FOB 217 no later than 12 noon.</b>