

English 100W – Writing Workshop
Fall 2009, San José State University
Section 03: T/R 9-10:15am, Sweeney Hall 410

Dr. Katherine D. Harris

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See schedule for my furlough days

COURSE DESCRIPTION

English 100W is an integrated writing and literature course designed to provide English majors with a firm foundation for the professional study of literature. Over the course of the semester, students 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. Approximately one half of the semester will be spent on the study of poetry.

Pre-requisites: Passing score on Writing Skills Test (WST), upper-division standing (56 units), and completion of CORE GE.

REQUIRED BOOKS & MATERIALS (on Reserve in King Library)

Anderson, Daniel. *Writing About Literature in the Media Age*. New York: Pearson/Longman, 2005.
ISBN 0321198352

Baker, Nancy L. and Nancy Huling. *A Research Guide for Undergraduate Students*. 6th ed. New York: MLA, 2006. ISBN 9780873529242

Conrad, Joseph. *Heart of Darkness*. 2nd ed. Ed. Ross C. Murfin. Bedford, 1996. ISBN 0312114915

Hacker, Diana. *A Writer's Reference*. 6th ed. 2007. ISBN 0312450257

Harmon, William and C. Hugh Holman. *A Handbook to Literature*. 10th or 11th ed. Pearson/Prentice Hall, 2005. ISBN 0131344420; or 2008. ISBN 9780136014393

Dictionary, Collegiate-level

Email Account

Recommended

MLA Handbook for Writers of Research Papers. 7th ed. New York: MLA, 2009.

COURSE LEARNING OBJECTIVES

Students shall achieve the ability to write complete essays that demonstrate advanced proficiency in *all* of the following:

- Clear and effective communication of meaning.
- An identifiable thesis that asserts significance beyond the subjective response.
- Effective and rhetorically appropriate sentence structure and diction.
- Effective organization and development of ideas at paragraph and essay levels.
- Mastery of conventional mechanics (e.g., punctuation, spelling, reference, agreement) and manuscript format.
- An appropriate voice that demonstrates an awareness of audience and purpose.
- Careful attention to review and revision.
- Effective and correct use of both primary and secondary supporting materials (e.g., quoting, paraphrasing, summarizing, citing, and documenting sources).
- Effective analysis, interpretation, evaluation, and synthesis of ideas encountered in multiple readings.

GRADE DISTRIBUTION

10%	Class Discussion & Participation
10%	Weekly Reading/Listening/Audience Responses (300 words each) – LO 1,2
10%	Recitation – LO 2
15%	Essays 1 & 4 (in-class; 1000 words) – LO 1,2,3
15%	Essay 2 (1250 words) – LO 1,2,3
10%	Essay 3 (1000 words) – LO 1,2,3
5%	Essay 5 (1250 words) – LO 1,2,3
15%	Essay 6 (major revision of Essay 5 with research; 2000 words) – LO 1,2,3
10%	Final Exam

Class Discussion & Participation

English 100W introduces students to various literary genres as well as sharpens the critical thinking and writing skills that you learned in introductory composition courses. This course will prepare you for writing critical and research essays in your upper-division English courses. However, before we can write about literature, we must read it, talk about it and analyze its structure. This requires that you are prepared with the assigned readings at each class meeting. In addition, you will have weekly writing assignments and six essays over the semester. In order for the writing workshops to be beneficial, you must come to class with the assigned writings. Between the assigned essays, revised drafts and weekly responses, you will write the 8000 words of formal writing required for this course. The readings will come from our various textbooks. Please have the textbooks by our next class meeting.

A student's participation is assessed by his/her contribution throughout the semester. Use the following as guidelines for this portion of your final grade:

- To earn a "C," do the minimum: read and prepare assigned readings so you are never at a loss if you are asked a question, but speak only when called upon, do "ordinary," plain-vanilla presentations and responses. This is the "bottom line" for getting a "C" in this part of the course.
- To earn a "B," prepare assigned readings thoroughly, initiate discussions about them by asking good questions or suggesting ways to interpret readings, do presentations that reveal that you have done good additional work that you can make both interesting and meaningful to our discussions, and participate actively in those discussions.
- For an "A," take it up another level entirely: prepare readings thoroughly, find and talk about connections among them and among other aspects of culture (then and now), take a real leadership role in class discussions, including working actively to get others involved in the talk, make your presentations and responses "sparkle" by bringing to them something really special in terms of your own contributions, interests, skills, and abilities to think in broad even interdisciplinary terms. Most of all, remember that an "A" indicates the very best grade a person can get; that should tell you what sort of work you need to do to earn the grade of "A."

If you miss class, contact a classmate for notes, reading assignments and handouts – or check our Course Website. (Please do not email me to ask “Did I miss anything important?”)

Weekly Reading/Listening/Audience Responses

Over the semester, you will produce various types of weekly responses for a grade: some prepared outside of class and others prepared in class. For Reading Responses, you will produce a 1-2 page response (a minimum of 300 words) to the assigned reading for that week. These will be used to stimulate your thoughts on the texts and to serve as ideas for your essays. Because these Reading Responses pertain to that week's readings and are not useful after the discussion has been completed, late Reading Responses will not be accepted. For Listening or Audience Responses, you will produce an in-class 1-2 page response (300 words) to the presentations being given by your peers. Students who write nothing or who write frivolously will not receive credit for the exercise. *I reserve the right to cancel or add weekly responses depending upon class performance.*

Recitation

Recitations allow you to engage very closely with a poem and classmates to hear how a poem sounds. Rehearsing the poem will allow you to discover the intertwining relationship between poetic structure and poetic meaning. Each student will *theatrically* present a *memorized* 14-line (or more) poem on a designated day. This assignment will be in conjunction with Essay 2, an explication of a poem. Further details will be provided later.

Essays

You will be required to write 5 graded essays with 1 major revision of an earlier essay for a total of 8,000 words this semester: 2 written in-class, and 4 written outside of class. All take-home writing (both reading responses and essays) must be typed, 12 point font, 1 inch margins, and following MLA guidelines. *The MLA has just published new guidelines for citing and documenting online resources; please review the 7th edition of the handbook (in King Library or buy your own copy).* One of the take-home essays will involve a substantial amount of scholarly research.

Final Exam

The mandatory department final exam will be given on Saturday, December 5. You must take this exam in order to pass the class.

GRADING POLICY

The Department of English reaffirms 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. Courses graded according to the A,B,C,NoCredit system shall follow the same pattern, except that NC, for NoCredit, shall replace D or F. In A,B,C,NoCredit courses NC shall also substitute for W (for Withdrawl) because neither NC nor W affects students' grade point averages.

In English Department courses, instructors will comment on and grade the quality of student writing as well as 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.

For your final grades, 100-90 is an A, 89-80 is a B, 79-70 is a C, 69-60 is a D, and below 60 is an F. Pluses and minuses are the middle of each range. In calculating the final grade, a set number will represent each letter grade; for example, B+ is 87.5, B is 85, and B- is 82.5.

Note: This is an A, B, C, NoCredit course, but individual essays will be graded on an A to F scale. *There are no C- final grades in English 100W. You must earn at least a C in order to pass.* Any student with a final grade below a C will receive an NC and must repeat the course.

GENERAL EDUCATION LEARNING OBJECTIVES

English 100W is designed to meet the University Written Communication II requirements. Each assignment meets some aspect of these learning objectives. These requirements are as follows:

Learning Objective 1: ~~Students shall be able to refine the competencies established in Written Communication IA and IB as summarized below:~~

IA Student Learning:

- Students should be able to perform effectively the essential steps in the writing process (prewriting, organizing, composing, revising, and editing).
- Students should be able to express (explain, analyze, develop, and criticize) ideas effectively.
- Students should be able to use correct grammar (syntax, mechanics, and citation of sources) at a college level of sophistication.
- Students should be able to write for different audiences (both specialized and general)

IB Student Learning:

- Students should be able to use (locate, analyze, and evaluate) supporting materials, including independent library research.
- Students should be able to synthesize ideas encountered in multiple readings.
- Students should be able to construct effective arguments.

Learning Objective 2: Students shall be able to express (explain, analyze, develop, and criticize) ideas effectively, including ideas encountered in multiple readings and expressed in different forms of discourse.

Learning Objective 3: Students shall be able to organize and develop essays and documents for both professional and general audiences, including appropriate editorial standards for citing primary and secondary sources.

COURSE POLICIES

Late Assignments/Essays

If you cannot meet an essay deadline, you must contact me *at least 48 hours prior* to our class meeting to discuss the situation. If this is not done, for *every day* that an essay is late, you will be penalized one grade step: A becomes A-, A- becomes a B+, etc. The weekend will count as one day. Unless you have prior permission or the assignment specifically requests it, *absolutely no assignment will be accepted via email*.

Students should know that the University's Academic Integrity Policy is available at http://www.sa.sjsu.edu/download/judicial_affairs/Academic_Integrity_Policy_S07-2.pdf. Your own commitment to learning, as evidenced by your enrollment at San Jose State University and the University's integrity policy, require 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 website for Student Conduct and Ethical Development is available at http://www.sa.sjsu.edu/judicial_affairs/index.html.

Instances of academic dishonesty will not be tolerated. 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 the individual student unless otherwise specified. If you would like to include in your assignment any material you have submitted, or plan to submit for another class, please note that SJSU's Academic Policy F06-1 requires approval of instructors.

Avoiding Plagiarism

Plagiarism is the unacknowledged use of somebody else's words or ideas and is considered an instance of academic dishonesty that instructors must report. You commit plagiarism by

- buying, stealing, or borrowing a paper;
- hiring someone to write a paper;
- building on someone's ideas without providing a citation;
- or copying from another source or using a source too closely when paraphrasing.

In other words, submit only your own work. To learn how to cite sources accurately and forthrightly, consult your handbook. If you have any questions about when or how to document a source, do not hesitate to ask me for clarification. Turning in plagiarized work may result in immediate failure in the course and could result in dismissal from San José State University. See King Library's definition, the University policy and a plagiarism tutorial: www.sjlibrary.org/services/literacy/info_comp/plagiarism.htm

Plagiarism checks will be performed by asking students to submit various written exercises or essays to Turnitin.com, a service which scans documents for all references to Web sources and other essays. **To sign up for Turnitin use the Class ID 2821675 and Password writingfall.** The instructor reserves the right to revise the requirements and to notify students of such revision in a timely manner.

Classroom Environment

Respect your fellow students and I: Arrive on time (excessive tardiness will effect your participation grade) and do not partake in disruptive behavior. If you are late, wait for an appropriate moment to enter so you do not disturb the class. Turn off cell phones or put them on silent mode during the class period.

Email Protocols

Email is the best possible way to contact me (9am-5pm) and has the added bonus of recording our conversations. *Please note that I will be unable to respond to emails on furlough days.* When emailing me, please consider it a formal communication: include the appropriate salutation, your name, your question/comment or your OCE. Know that long conversations over email are not fruitful merely because of the limitations of technology. If you have an extended question or dilemma, please visit me during office hours. I will amass a class email list and will occasionally send out information regarding our meetings or the readings. *Please provide an email address that you check daily.*

GENERAL INFORMATION

Course Website – <http://www.sjsu.edu/faculty/harris/>

As we move along in the semester, course materials and updated reading schedules will be posted on the course website. Click on our class title to review the updated schedule, print handouts, visit outside web projects, print copies of lost documents, find the SJSU Writing Center, check my office hours & furlough days, discover local literary events or double-check the meaning of “plagiarism.”

SJSU Writing Center

Visit me during office hours for help with your writing. For even further help, go to the Writing Center located in Clark Hall, Suite 126. Hours: Monday-Thursday 9:30-5:30 and Friday 9-12. Call for appointments at 924-2308 or go online at www.sjsu.edu/writingcenter. Work with tutors in a one-on-one environment.

Library Liaison

For library research questions, contact Toby Matoush, the English Department’s Library Liaison: (408) 808-2096 or toby.matoush@sjsu.edu. We will have a library session specific to our research needs. King Library has created an extensive and very useful list of the library’s resources specifically for English majors: <http://www.sjlibrary.org/research/web/literature.htm>.

Peer Mentor Center

The Peer Mentor Center is located on the 1st floor of Clark Hall in the Academic Success Center. The Peer Mentor Center is staffed with Peer Mentors who excel in helping students manage university life, tackling problems that range from academic challenges to interpersonal struggles. On the road to graduation, Peer Mentors are navigators, offering “roadside assistance” to peers who feel a bit lost or simply need help mapping out the locations of campus resources. Peer Mentor services are free and available on a drop –in basis, no reservation required. The Peer Mentor Center website is located at <http://www.sjsu.edu/muse/peermentor/>.

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.

Dropping and Adding Courses

Students are responsible for understanding the policies and procedures about add/drops, academic renewal, etc. Information on add/drops are available at <http://info.sjsu.edu/web-dbgen/narr/soc-fall/rec-298.html>. Information about late drop is available at <http://www.sjsu.edu/sac/advising/latedrops/policy/>. Students should be aware of the current deadlines and penalties for adding and dropping classes.

Campus Policy on Compliance with Americans with Disabilities Act

If you need course adaptations or accommodations because of a disability, or if you need 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 requires that students with disabilities register with DRC to establish a record of their disability. The DRC website is <http://www.drc.sjsu.edu>.

SCHEDULE of READINGS & ASSIGNMENTS

English 100W, Section 03 (Fall 2009)

Syllabus subject to change

See www.sjsu.edu/faculty/harris for most current schedule

WAL = Writing About Literature

WR = A Writer's Reference

Date	Topics	Reading Due	Assignment Due
Tues 8/25	Introductions: You, Me & Writing	Greensheet Policies & Schedule FURLOUGH DATES & YOU What is Literature?	Student Questionnaire
Thur 8/27	Essay 1	Bring yellow or bluebook, pens and a dictionary	Essay 1 (In-Class)
Tues 9/1	Poetry, Critical Thinking & Writing	"Introduction: Critical Thinking and the Writing Process" (WAL 1-11) <u>Handout</u> How to Make Sense of a Poem	
Thur 9/3	Poetry & Writing Center Visitor (tbc)	"Understanding the Elements of Poetry" (WAL 258-270)	
Tues 9/8	Poetry	"Extended Inquiry: <i>Songs of Innocence and Experience</i> by William Blake" (WAL 726-734)	Weekly Reading Response (email by 8am)
Thur 9/10	FURLOUGH DAY - KH ONLY No Class Meeting		
Tues 9/15	Poetry	"Interpreting Words, Symbols and Figures of Speech" (WAL 270-76)	
Thur 9/17	Poetry	"My Last Duchess" (WAL 398); "Ode on a Grecian Urn" (WAL 845); "Lines Composed Above Tintern Abbey" (WAL 870) <u>Handouts</u> Essay 2 - Poetic Recitation & Explication Instructions	Weekly Reading Response (email by 8am) Sign up for Recitation slot
Tues 9/22	FURLOUGH DAY – ALL FACULTY No Class Meeting		
Thur 9/24	Poetry Writing Workshop: Thesis Statements, Outlining Draft of Essay & MLA Style	"Harlem" (WAL 605); "Sonnet 73" (WAL 278); "Sonnet 130" (WAL 273); "Evaluation and Critical Reading" (WAL 17-33)	Weekly Reading Response (email by 8am)
Tues 9/29	Poetry	Recitations	Weekly Listening Response (in-class)
Thur 10/1	Poetry	Recitations	Weekly Listening Response (in-class) Essay 2
Tues 10/6	Drama	"Analyzing and Writing About Literature" (WAL 34-44); "Understanding Dramatic Conventions" (WAL 283-87) <u>Handouts</u> Essay 3 - Character Analysis Instructions	

Date	Topics	Reading Due	Assignment Due
Thur 10/8	Drama	<i>Sure Thing</i> (WAL 289)	Weekly Reading Response (email by 8am)
Tues 10/13	Drama	Watch video of play (in-class) – title tbd	
Thur 10/15	Drama	Discuss play (in-class)	Weekly Reading Response (email by 8am)
Tues 10/20	Essay 4	<i>Bring yellow or bluebook, pens and a dictionary</i>	Essay 4 (in-class)
Thur 10/22	Fiction	<p>“Understanding Plot and Point of View” (WAL 230-232)</p> <p>Handouts Hints for Reading Fiction Essay 5 Instructions</p>	Essay 3
Tues 10/27	Novel	<i>Heart of Darkness</i> (read all of it)	Weekly Reading Response (email by 8am)
Thur 10/29	Novel	<i>Heart of Darkness</i>	
Tues 11/3	Novel	<i>Heart of Darkness</i>	Weekly Reading Response (email by 8am)
Thur 11/5	FURLOUGH DAY – KH ONLY No Class Meeting		
Tues 11/10	Writing Workshop	Bring draft of Essay 5 for Peer Review	
Thur 11/12	Writing Workshop & Research	<p>“Formulating Research Questions” (WAL 107-8)</p> <p>Handouts Essay 6 – Researching & Revising Essay 5 Instructions</p>	Essay 5
Tues 11/17	Writing Workshop & Research	MLA section (WR 355-412)	
Thur 11/19	Writing Workshop & Research	<p>“Taking Notes and Creating a Bibliography” (WAL 126-28); “Documenting & Using Sources” (WAL 938-47)</p> <p>Check out Zotero.org, free online citation management</p>	Sign up for Conferences
Tues 11/24		<p>Library Session (tbc) King Library, Rm. TBD Instructor: Toby Matoush</p>	<p>Plagiarism Tutorial (http://tutorials.sjlibrary.org/tutorial/plagiarism/index.htm)</p> <p>InfoPower Online Tutorial (http://tutorials.sjlibrary.org/tutorial/infopower/)</p>
Thur 11/26	THANKSGIVING No Class Meeting		
Tues 12/1	Conferences on Research Paper (Essay 6)		
Thur 12/3	Conferences on Research Paper (Essay 6)		
	DEPARTMENT-WIDE FINAL EXAM Saturday, December 5 Time & Place TBA		
Tues 12/8	Presentations on Essay 6		Essay 6