

San José State University
College of Humanities and the Arts
Humanities 100W, Writing in the Humanities (Fall 2020)

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Office Hours:	Tuesday 11:30-12:00, Thursday 11:30-12:00, and by appointment
Class Days/Time:	Tuesday/Thursday 12:00-1:15
Classroom:	Zoom Video Communications

Course Description

Humanities 100W is an integrated writing seminar, and as such assignments are introduced from multiple academic disciplines. The course advances in stages, and each is required for a proper college term paper. Beginning with choosing a topic and creating a thesis statement, each portion is submitted for evaluation to assist in developing a cogent essay. Unique sources are recommended in order to advance the thesis and outline throughout the semester. Writing in the Humanities prepares students for the Senior Seminar as well as for graduate school, for the skills learned in this course are expected in most upper division classes offered at SJSU. A look at the academic schedule on the last page of this syllabus provides an overview of the subject matter covered in this section of the course. Consequently, a fully annotated six-page paper is required and is due in its final form a week before the end of the semester. To assess the workload of Humanities 100W, consult the schedule or visit the instructor during office hours. All submitted assignments must be typed, double-spaced, and stapled; margins and font size must be conventional (if the campus reopens).

Due to the purpose of this course, poor spelling, grammar, syntax, and structure affect a student's overall grade. Assignments are explained in class and a written prompt is provided for each session; none may be made up after its due date without previous written approval from the instructor. All submitted work must accompany a title page on which identified elements are listed such as date, title of assignment, and student name. Since this section of 100W meets twice a week, all work must be submitted separately on its due date. No assignment is accepted online or through a third-party without approval in advance, and a missed quiz or in-class project is forfeited without previous written arrangement (via email) from the instructor. Improvement in a student's work over the semester is factored into the cumulative grade achieved, so carefully look over the marks made on each assignment in order to avoid repeating the same errors. It is recommended that students create a portfolio of their struggles in writing in order to assist them in this task. Work turned in late without approval will not be counted toward the grade attained in this class.

Learning Outcomes and Course Goals

Writing in the Humanities meets the requirements for Written Communication II (Z), the goals of which are to develop advanced proficiency in college-level writing and to appropriate contemporary research strategies and methodologies in order to communicate effectively to both specialized and general audiences. Toward this end, students shall write assignments and essays designed to demonstrate their ability to assimilate the various aspects of the writing experience.

Upon successful completion of the course:

1. General Course Objectives

Upon successful completion of the course, you will be able to:

- a. Students shall be able to produce discipline-specific written work that demonstrates upper-division proficiency in: language use, grammar, and clarity of expression.
- b. 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
- c. Students shall be able to organize and develop essays and documents for both professional and general audiences
- d. Students shall be able to organize and develop essays and documents according to appropriate editorial and citation standards
- e. Students shall be able to locate, organize, and synthesize information effectively to accomplish a specific purpose, and to communicate that purpose in writing

2A. Student Writing

- a. Students should be able to perform effectively the essential steps in the writing process, and these include drafts, outlines, composition, revision, editing, footnoting, and appropriate documentation.
- b. Students should be able to express their research effectively, a process that requires explanation, analysis, paraphrasing, and comparing various points of view.
- c. Students should be able to use the proper grammar expected in college-level writing, and this includes syntax, mechanics, and proper documentation.
- d. Students should be able to write for different audiences, specialized and general, in a manner that is clear to both groups.

2B. Student Learning

- a. Students should be able to locate, analyze, compare, and evaluate supporting materials as well as to conduct independent library research.
- b. Students should be able to synthesize ideas encountered in multiple readings of research materials.
- c. Students should be able to construct effective arguments to support a well-written thesis and understand the proper format for research papers.

3A. Learning Objectives

- a. Students shall be able to express and critique ideas effectively and to explain their research to others, and this involves a variety of discourse forms including an oral presentation of their findings to others.
- b. Students shall be able to organize and to develop documents for both professional and general audiences, and this requires familiarity with appropriate editorial standards for distinguishing between and citing primary and secondary sources.

3B. Applying Objectives

- a. Students shall select issues of diversity and incorporate them in an appropriate manner in their writing.
- b. Students shall write assignments that include both in-class and out-of-class applications.
- c. Students shall consult only quality readings and resources throughout the semester.

The prerequisites for this course include completion of core GE, ENGL 2 (with a grade of C or better), satisfaction of Writing Skills Test and upper division standing. Students must pass 100W with C or better to satisfy the CSU Graduation Writing Assessment requirement. No extensions are granted for this course without an appropriate written medical excuse. It is therefore imperative that students set time apart each week to finish the work required, because assignments likewise will not be accepted after three days of their initial due date.

Course Requirements and Assignments

SJSU classes are designed for success. 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>. Furthermore, University policy F69-24 at <http://www.sjsu.edu/senate/docs/F69-24.pdf> states, "Students should attend all meetings of their classes, not only because they are responsible for material discussed therein but because active participation is frequently essential to insure maximum benefit for all members of the class. Attendance per se shall not be used as a criterion for grading." However, in-class assignments will not be offered once they are submitted, since the purpose of such work is to participate in group projects, and therefore that benefit cannot be accomplished.

The purpose of Writing in the Humanities is to develop language and communication skills, and toward this goal, each student is expected to learn selected vocabulary words. A brief quiz regarding them is administered every week in class and cannot be made up at a later date. Drafts are encouraged and rewrites are permitted if work is submitted early enough to make them possible. Your instructor must approve in advance any changes of topic or thesis statement. All assignments are related to the various fields of study associated with the Humanities and the Arts, and this includes philosophy, religion, and history, and these are integrated into lecture and discussion content. A brief etymological essay is likewise required, and information for it may be drawn from two extensive etymologies (one Greek, the other Latin) are provided. Attendance is mandatory in order to achieve the highest possible mark on the essays or projects, because in-class work cannot be made up the next session or during office hours.

Course Grading Policy

Since this is an upper division GE course, we will build upon writing skills that students have presumably already mastered. Hence, this section of 100W fosters the ability to describe, reflect, respond, interpret, and analyze as well as evaluate concepts, creative works, and theoretical arguments. In order to accomplish this a brief lecture is presented followed by discussion and in-class work as well as take-home assignments for each session. Not all aspects of our conversations are abstract, however, for some are quite practical and are intended to assist students after graduation. The removal of points on submitted work may result from any or all of the following reasons: misspelling, poor grammar, brevity, use of previously submitted work, misunderstanding the writer's intent, overuse of the Internet, lack of documentation, or failure to respond to the questions prompted. All due dates are located on the syllabus schedule. No assignment will be accepted late without previous written approval, and no work may be submitted via email. All assignments must be typed; no handwritten work will be evaluated.

In addition to the written exercises, an oral presentation is expected of each student. Those present to evaluate the speaker receive points toward their overall grade. Details concerning both are covered in class. There are no midterms; in their place are weekly written assignments. However, there are two final examinations, one in-class and the other take home. Since this course is graded on a curve, the

following point spread may be anticipated as a baseline: 1100-950 A; 800-950 B; 650-800 C. The percentage breakdown is as follows, but this may be slightly altered as the semester progresses, since this section of Writing for the Arts meets twice a week:

Class Work	20%
Vocabulary	10%
Discussion	10%
Two Finals	15%
Term Paper	30%
Homework	15%

Your instructor will provide the core materials used in this class for evaluation; they are taken from various disciplines in the Humanities and Arts. Incompletes cannot be granted due to work not submitted; consult the SJSU Handbook for details regarding this procedure.

Pandemic Changes

Since this course is delivered bi-weekly online, via Zoom, the usual discouraging of electronic devices in the classroom is temporarily suspended; in fact, there is a benefit, since each assignment is evaluated with greater detail. The format for each assignment requires access to Microsoft Word to utilize the standard pdf format for exchanges. No work is accepted using any other software, since all comments are marked in red on all assignments submitted. Furthermore, this electronic form remains precisely how it was delivered. All work distributed, including the two finals, must be received on the date due, unless otherwise approved via email. It is encouraged that each student select a topic early in the semester, since the MLK Library will not be as available to students. The use of online sources will be discussed during the first week of school. Ultimately, attendance is required to remain current, for falling behind affects a student's overall grade. Two notices are sent, one via Zoom and another from the professor, regarding class time for each session as a reminder. Since office hours precede each class session, there is ample time to discuss this procedure. All the same, obtaining published sources for a full class of students is difficult, so it is advised that no one wait beyond the third session to select a suitable topic and to submit a viable thesis statement. There is no need, therefore, to meet on campus for any reason, and this assures the safety of each student.

University Policies

As members of the academic community, students accept both the rights and the responsibilities incumbent upon everyone participating in the institution. Students are encouraged to be familiar with SJSU's policies and practices pertaining to the procedures to follow if and when questions or concerns about a class arises. See University Policy S90-5 at <http://www.sjsu.edu/senate/docs/S90-5.pdf>. More detailed information on a variety of related topics is available in the SJSU catalog at <http://info.sjsu.edu/web-dbgen/narr/catalog/rec-12234.12506.html>. 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 serve to address the issue, it is recommended that the student contact the Department Chair as a next step. It is always a good practice to visit your instructor during office hours at least once per semester in order to get more acquainted.

It is each student's responsibility to understand all policies and procedures about add/drops, academic renewal, withdrawals, incompletes, classroom behavior, and other policies described in the catalog. Please read this resource thoroughly, and feel free to ask your instructor to clarify any ambiguity. Both office phone and email address are located on the front page of this syllabus. You are welcome to visit during office hours or by appointment for reasons germane to this class. Your library liaison will offer guidance concerning how to locate primary sources, reference materials, books, and articles. The Martin Luther King Library is an excellent resource for term papers; useful information about what it contains is located in the catalog and on the library website.

Dropping and Adding

Students are responsible for understanding the policies and procedures about add/drop, grade forgiveness, and so on. Refer to the current semester's Catalog Policies at <http://info.sjsu.edu/static/catalog/policies.html>. Add/drop deadlines can be found on the current academic year calendars document on the Academic Calendars webpage at http://www.sjsu.edu/provost/services/academic_calendars. The Late Drop 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.

Consent for Recording of Class and Public Sharing of Instructor Material

University Policy S12-7, <http://www.sjsu.edu/senate/docs/S12-7.pdf>, requires students to obtain the 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 to distribute the material in any form.

It is suggested that the green sheet 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 that the instructor developed 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

Students are expected to submit their own work, and any violation will not be tolerated. This course upholds the Academic Integrity Statement for this campus: "Your own commitment to learning, as evidenced by your enrollment at San Jose State 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 Judicial Affairs." Academic integrity is essential to the mission of San Jose State University, since it ensures that each student is fairly evaluated. The complete policy on academic integrity may be found at http://sa.sjsu.edu/judicial_affairs/index.html.

Any attempt to obtain credit for academic work conducted through dishonesty, deception, or fraud will result in failure for that project and might require expulsion from the class. Violations include but are not limited to: 1) copying in part or in whole another's work, 2) submitting an assignment that was previously graded in another course (unless approval is first attained in writing), 3) presenting work simultaneously in two courses (unless approval is first attained in writing from both instructors), 4) the use of a surrogate to write papers or to take examinations on your behalf, and 5) borrowing from Internet sources without proper annotation.

Instructors have a moral obligation to expose all forms of cheating in order to promote fairness in the classroom. Plagiarism is defined at SJSU as, "the act of incorporating the ideas, words, sentences, paragraphs, or parts thereof, or the specific substances of another's work, without giving appropriate credit, and representing the product as one's own work, and representing another's artistic/scholarly works such as musical compositions, computer programs, photographs, painting, drawing, sculptures, or similar works as one's own."

Peer Evaluations

At the end of each session, students will review with each other the main issues discussed during the lecture just delivered to provide interaction without the direction of the instructor. This is the result of two decades of teaching this course and noticing that more is learned when content is reviewed within an hour of delivery. This also opens participants to peer criticism as well as work on difficult aspects of the course agenda, such as phrasing a thesis and understanding the differences between primary and secondary documents, as well as proper use of language, structure, grammar, and genre. Moreover, a community is more quickly achieved when peers work together weekly. This will occur at the end of each formal session. The instructor will produce an assignment in order to prompt the discussion, and each student is responsible to submit a summary at the beginning of the ensuing class session.

American Disabilities Act

This course complies with the campus policy outlined in the 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 the instructor during office hours. Presidential Directive 97-03 requires that students with disabilities register with the DRC to establish a record of their disability." If a student uses the DRC in any way, please notify the instructor at least one week in advance so that proper arrangement may be made for scheduling at the student and professor's convenience so that lectures are not missed.

Grading Shorthand

?	Unclear, vague, incomplete idea	P	Punctuation error in this line of text
Ex	Excellent point	O	Empty space or missing text
...	Needs development of thought or concept	V	Verbose
!	Humorous or clever idea	ww	Wrong word used
!?	Intentionally funny?	awk	Awkward expression
X	Incorrect data	arc	Archaic terminology
XS	Incorrect source material	ref	Reference missing or incorrectly listed
B	Improper bibliographical style	“ “	Too many quotes used
sp	Misspelling in this line of text	Int	Unaccepted Internet source
Gr	Grammatical error in this line of text	F	Footnote required

Date of Final

Thursday, December 10, 9:45-12:00

Academic Schedule (Fall 2020)

Date	Topics	Discussions and Lectures	Requirements and Assignments
08/20	Introduction	Class Procedure	Evaluating Editorials
08/25	Common Mistakes	Journalistic Integrity	Paragraph about Major
08/27	State of Writing	Evaluating Others	Summary of Session
09/01	In-Class Discussion	Group Sessions	Stepping Stones
09/03	Writing Essays	Paragraphs and Essays	Library Visit
09/08	Theme of the Term	Apology of Socrates	Select a Topic
09/10	Developing Sentences	Sentence and Meaning	Outline Essay
09/15	Nouns, Verbs, Modifiers	Stems and Roots	Thesis Statement
09/17	Conducting Research	Research Methodology	Opening Paragraph
09/22	Adjectives and Adverbs	Thesis Statement	Identify Scholarly Sources
09/24	Complex Sentences	Varying Sentence Styles	First Page of Essay
09/29	Writing Paragraphs	Transitions and Content	Preliminary Bibliography
10/01	Punctuation and Templates	Rules of Punctuation 1	Locate Scholarly Sites
10/06	Online Research	The Internet	Paraphrase Citations
10/08	Identifying Style	Abbreviations and Capitalization	Parallelism and Punctuation
10/13	Parallelism	Rules of Punctuation 2	Summary of Session
10/15	In-Class Discussion	Group Sessions	Documentation (First Page)
10/20	Documentation	MLA/APA Styles	Second Page of Essay
10/22	The Template	Formatting an Essay	Resubmissions
10/27	Footnotes	Headings, Lists, Footnotes	Third Page of Essay
10/29	Citing Sources	Plagiarism and Redaction	Complete Bibliography
11/03	Religion as Humanities	Conducting a Group	Write a "Religious" Statement
11/05	Public Presentations	Communicating Effectively	Write Conclusion
11/10	Student Conferences	In-Class Discussion	Three Pages with Documentation
11/12	Class Presentations	In-Class Evaluation	Etymology
11/17	Class Presentations	In-Class Evaluation	Summary of Presentations
11/19	Class Presentations	In-Class Evaluation	Class Presentations
12/01	Class Presentations	In-Class Evaluation	Final Term Paper
12/03	In-Class Evaluation	In-Class Evaluation	Take-Home Final