

JS 100W Writing Workshop Sec. 4 Spring 2008

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Office Hours: Mon. 12:00–1:00, Wed. 12:00-1:00

Course Philosophy

JS 100W is a course in academic writing that attempts to integrate critical reading, thinking, and writing about important issues confronting our society. The course is designed with the belief that better writing results not only from writing extensively but also reading widely. Throughout the semester students will be exposed to a variety of topics, writers, and styles. The course will develop students' ability to read texts closely and critically. Students will learn to analyze such texts in ways that engage and challenge his or her experience, conventional perspectives, and the larger world. Critical thinking and analytical writing go hand in hand. Developing these skills should be the central objectives of any education, not just while in the university or in the workplace; they are essential tools of a freethinking citizenry.

Objectives for this course include:

- to practice comprehension and analysis of selected texts, to identify the thesis or “intent” and supporting points of that material, and to incorporate it appropriately into your own work
- to learn how to research subjects effectively, gather evidence from a variety of sources, and use proper citation methods
- to develop sophisticated ideas into research and thesis papers
- to present your ideas and research in a clear, effective manner

Class Format: Class sessions will include weekly readings, written responses, group discussions, peer reviews, and lectures. We will also perform a range of exercises in analysis, interpretation, revision, editing, and outlining.

Prerequisites: English 1A and 1B or equivalent, a passing score on the Writing Skills Test, and upper division standing

Required Texts and Materials

* Strunk Jr., William, White, E.B., *The Elements of Style (4th Edition)*, Needham Heights, MS: Allyn and Bacon. **Required**

* JS 100W Course Reader (Available at Maple Press. 481 E. San Carlos St., (408) 294-1001. Please pick-up as soon as possible) **Required**

* A ½ Binder for 100W to keep all 100W work, including writing assignments, handouts, and writing journal. Bring the binder to every class. **Required**

* American Psychological Association (2005). Concise rules of APA. American Psychological Association. **Recommended**

Course Requirements

To satisfy SJSU's "Written Communication II GE requirements," students must write a minimum of 8000 words and receive a grade of C or better for the course. In addition to writing, you will also give oral presentations, participate in group discussions, and perform peer reviews.

Your grade for the semester will be based on the following assignments and activities:

- **Formal written papers:** Students will write two research papers. The first paper (5-7 pages) will incorporate readings from the course reader as well as outside research. Students will be given sample topics, but are encouraged to choose their own. The final paper (8-10 pages) will involve more outside research, but as in the first paper, students are encouraged to use course reader to generate ideas. Students will outline final paper and submit at least one draft. The final paper is due on day of final exam.
- **Course Reader:** Students should come to Monday class prepared to discuss readings.
- **Reading Responses:** Students will be required to write a one-page response to each week's readings. The response will consist of a 1-2 paragraph summary, initial reactions, and questions for discussion. There are a total of 11 readings, students will be required to submit 10 responses. These will be due at the end of class on Monday.
- **Weekly Journal:** "One true sentence." Three entries a week. Entries should be kept in class binder. These will be collected every three weeks. See handout.
- **In-Class Assignments:** Be prepared to write in each class.
- **Oral Presentations:** TBA
- **Exams:** TBA.
- **Class Participation:** Students should attend all class meetings prepared to discuss weekly readings. Quality participation makes for a productive class environment. This includes volunteering information and ideas to class discussions, as well as contributing to group in-class activities.

Grading Policies and Assessment Standards

Submission Policy: Out-of-class assignments are due at the beginning of class periods, except for weekly reading responses used to facilitate class discussion. Please turn in hard copies only (Emailed papers or weekly responses will not be accepted).

Assignment Format: All out-of-class assignments must be typed and printed single-sided on white paper. Papers must be formatted as with double line spacing, 1" margins, and a standard font such as Times or Geneva set at 12-point size.

Grading: Assignments will be graded as described below:

I will grade mainly for content and strength of argument, but please make sure assignments are revised several times before submission.

- **Top Score:** Thoughtful, well-reasoned analysis and discussion.
- **Above Average:** Presents thoughtful argument, but with less consistency.
- **Average:** Underdeveloped ideas or lacks clarity because of poor structure or serious grammatical errors.
- **Failing score:** Incomplete work or fails to produce appropriate response to assignment.

Grade Break Down

- Final Research Paper: 25%
- First Research Paper: 25%
- Class Participation (including in-class assignments): 15%
- Weekly Reading Responses: 25%
- Weekly Journal: 10%

Academic Integrity Policy

University Policies

Course Add/Drop Statement

Instructors are permitted to drop students who fail to attend the first scheduled class meeting and who fail to inform the instructor prior to the second class meeting of the reason for any absence and their intention to continue in the class. Some instructors will drop students who do not meet the stated course prerequisites. However, instructors are not required to drop a student from their course. **It is the student's responsibility to make sure classes are dropped.** Students are responsible for understanding the policies and procedures about add/drops, academic renewal, withdrawal, etc. found at:

http://sa.sjsu.edu/student_conduct

Academic Integrity Statement

Academic integrity is essential to the mission of San José State University. As such, students are expected to perform their own work (except when collaboration is expressly permitted by the course instructor) without the use of any outside resources. Students are not permitted to use old tests, quizzes when preparing for exams, nor may they consult with students who have already taken the exam. When practiced, academic integrity ensures that all students are fairly graded. Violations to the Academic Integrity Policy undermine the educational process and will not be tolerated. It also demonstrates a lack of respect for oneself, fellow students and the course instructor and can ruin the university's reputation and the value of the degrees it offers. We all share the obligation to maintain an environment which practices academic integrity. Violators of the Academic Integrity Policy will be subject to failing this course and being reported to the Office of Student Conduct & Ethical Development for disciplinary action which could

result in suspension or expulsion from San José State University. The policy on academic integrity can be found at: http://sa.sjsu.edu/student_conduct

Plagiarism is the use of someone else's language, images, data, or ideas without proper attribution. It is a very serious offense in both academic and professional environments.

If you are unsure what constitutes plagiarism, it is your responsibility to educate yourself, or ask for clarification, before you hand in written work.

The SJSU library has a tutorial that explains how to identify and avoid plagiarism, available at: <http://tutorials.sjlibrary.org/plagiarism/index.htm>. If you have questions about the official SJSU policy on plagiarism, please read the "Academic Integrity Policy" at <http://info.sjsu.edu/web-dbgen/narr/soc-fall/rec-369.html>.

Accommodations for Students with Disabilities

If you need course adaptations or accommodations because of a disability, if you have emergency medical information to share with me, or if you need to make special arrangements in case the building must be evacuated, please make an appointment to speak with me as soon as possible. SJSU Presidential Directive 97-03 requires that students with disabilities register with the Disability Resource Center to establish a record of their disability (924-6000).

Week 1

1/28 Introductions
Greensheet Overview
Weekly Journal Handout

**Homework: Pick up required course material
Read “Castaways,” First Reading Response**

Week 2

2/4 Outline of “Castaways”: The Writer as Detective
Visual Evidence: learning to look closer
Sebastio Salgado, Goya, and the German Expressionists

Homework: Read Marilynne Robinson Article, Second Reading Response

Week 3

2/11 Class Discussion
Discussion of First Paper, **Due 3/10**
Library Visit

Homework: Read Mark Twain’s “Corn pone Opinions” and Thoreau’s “Civil Disobedience,” Third Reading Response

Week 4

2/18 Class Discussion
Lecture: “Constructing Effective Topics”
In-class assignment

**Homework: Read Martin Luther King Jr.’s “Letter from Birmingham Jail,”
George Orwell’s essay on Gandhi, and Albert Camus’s essays from “Resistance,
Rebellion, and Death,” Fourth Reading Response**

Week 5

2/25 Class Discussion

Lecture: “Binaries and Contrasts: How to make your responses more analytical”

In-class assignment

Homework: For 3/10 read William James’s “The Moral Equivalent of War” and William Manchester’s “Okinawa: The Bloodiest Battle of All.” Fifth Reading Response

Week 6

3/3 Individual Student Meetings

Homework: See above. Work on First Research Paper, due 3/10

Week 7

3/10 Class Discussion

First paper due at beginning of class.

Homework: Read “War and Remembrance” from the *The New Yorker* and Günter Grass’s “How I spent the War,” Sixth Reading Response

Week 8

3/17 Class Discussion

Lecture: “Making a thesis evolve”

In-class assignment

Homework: By Monday 4/7 read selections from Eduardo Galeano’s “Days and Nights of Love and War” and “Memory of Fire: III. Century of the Wind,” Seventh Reading Response

Week 9 Spring Break

Week 10

3/31 No Class, Cesar Chavez Day

Week 12

4/7 Class Discussion
Lecture: "Recognizing and Remediating Weak Thesis Statements"
In class assignment. Discuss final research paper.

Homework: Homework: Read selections from Susan Sontag's "Regarding the Pain of Others," Eighth Reading Response

Week 13

4/14 Class Discussion
Lecture: "Analyzing Evidence"
In-class assignment.

**Homework: Read selected essays by John Berger, Ninth Reading Response
Begin research for final paper. Bring 5 possible sources to 4/21 class. Final Paper
Outline Due 4/30**

Week 14

4/21 Class Discussion
Lecture: "The Importance of Using Sources"
In-class assignment

**Homework: Read Camus's "Reflections on the Guillotine" Tenth Reading
Response.**

Week 15

4/28 Class Discussion
Individual Meetings to Discuss Final Paper

**Homework: Read "How do I Polish the Finish," selections on style from various
writers, "An Approach to Style" from Strunk and White, and Orwell's "Politics and
the English Language," Eleventh Reading Response**

Portfolio Due 5/7

Week 16

5/5 Discussion and lecture
Semester Review
Discuss final grades
Turn in Portfolio

Homework: Final Paper Due on day of Final Exam