

San José State University
College of the Humanities and the Arts
Department of World Languages & Literatures
FORL 100W: Writing Workshop, Section 01, Fall 2018

Course and Contact Information

Instructor: Anna Iacomini-Bernardi
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Office Hours: Monday 4:15-5:15PM
Class Days/Time: Monday 5:30PM-8:15PM
Classroom: Clark Hall 218

Prerequisites: Grade of C or better in English 1B or equivalent, passing score on the Writing Skills Test (WST) or successful completion of ENGL / LLD 100A or ENGL /LLD 96S course, completion of Core GE requirements, upper-division standing (at least 56 units completed)

GE/SJSU Studies Category: Area Z: Written Communication II

Course Format: This course is taught face-to-face and meets in person once a week.

Course Description

Foreign Language 100W is an advanced-level integrated reading and writing course in English designed for students majoring in the Department of World Languages & Literatures. The purpose is to help its majors develop the writing, analysis, and research skills necessary for the academic study of literature and culture, as well as to expand their academic writing skills in English beyond the first-and second-year college composition courses. The course also emphasizes strategies for comprehending, evaluating, using, and citing scholarly publications appropriately. In order to accomplish this, students will read or view, discuss, analyze, and write about a variety of brief literary works and films from diverse cultures. Other readings include samples of scholarly critical articles. Although many of the skills practiced in this course are applicable to the study of literature in the language of the student's major, the course is conducted in English. All literary and critical works are in English translation or were originally written in English. This is an intense, writing-centered course, in which students are expected to produce a series of essays and other written assignments throughout

the semester totaling at least 6000 words. This course will require a substantial commitment of students' time outside of class. In addition to reading assignments for most class meetings, out-of-class writing assignments, and homework exercises, students will be required to view several assigned films on their own time outside of class.

Canvas: This is SJSU's learning management system that contains course assignments and announcements, as well as other materials related to FORL 100W, such as the course syllabus, reading assignments, handouts, etc. You can access the site via one.sjsu.edu or at [Canvas Learning Management System course login website at http://sjsu.instructure.com/](http://sjsu.instructure.com/)

Learning Outcomes and Course Goals

GE Learning Outcomes (GELO)

Upon successful completion of this course, students will be able to:

(GELO 1) produce discipline-specific written work that demonstrates upper-division proficiency in

- language use
- grammar
- clarity of expression

(GELO 2) explain, analyze, develop, and criticize ideas effectively, including ideas encountered in multiple readings and expressed in different forms of discourse

(GELO 3) organize and develop essays and documents for both professional and general audiences

(GELO 4) organize and develop essays and documents according to appropriate editorial and citation standards

(GELO 5) locate, organize, and synthesize information effectively to accomplish a specific purpose, and to communicate that purpose in writing.

This is an advanced writing workshop in which students will learn to express themselves in scholarly appropriate, grammatically correct, as well as clear and concise writing (GELO 1). To that end, students will be assigned various writing projects (short essays, long essays, research paper) and there will be writing components in both midterm and final exam.

Students will have to read, analyze, and discuss texts from various literary genres, journalistic essays, and articles from academic journals (GELO 2). They will also have to apply these critical analysis skills to the viewing and interpretation of movies.

Students will have to write essays, some of which are intended for a general audience (e.g., a personal response paper for a movie) and some for potential inclusion into professional and academic journals (e.g., research paper) (GELO 3).

The editorial standard for publications in literature studies in the United States is the MLA documentation style. Students will be instructed in the use of MLA compliant citations and they will be expected to apply the proper documentation style in their essays, their draft bibliography, and their research paper (GELO 4). Their understanding of the MLA documentation style will also be tested in the final exam.

Students will get on-site (MLK Library) instruction by the library liaison to our department. They will be introduced to the various databases at their disposal in the library and how to effectively search for relevant academic sources. Students will have to prove their competence to locate, organize, and synthesize information effectively by submitting a draft bibliography for their research paper in the middle of the semester, and subsequently by integrating information from these scholarly sources into their ideas articulated in their research paper (GELO 5).

Course Learning Outcomes (CLO)

Upon successful completion of this course, students should be able to:

(CLO 1) practice critical (close) reading strategies

(CLO 2) apply literary analysis techniques to texts and movies

(CLO 3) write in grammatically correct English with a reduced dependence on electronic proofreading tools for punctuation, sentence structure, and grammar issues

(CLO 4) present ideas and research in a clear, effective manner in writing

(CLO 5) evaluate the appropriateness of secondary source material for use in academic writing assignments

(CLO 6) practice the analysis of advanced scholarly and professional material and to identify the thesis and supporting points of that material

(CLO 7) research subjects effectively, gather evidence from a variety of sources, and use proper citation methods

(CLO 8) cite primary and secondary sources using the MLA citation system without the use of automatic citation formatting software.

Students will be instructed in the skill of critical (close) reading strategies from the very beginning of the semester. These analytical reading skills will be applied equally to the viewing and analysis of movies (CLO1 and CLO 2).

In writing essays, critical summaries, a research paper, and in responding to midterm and final exam questions, the students are expected to express themselves in a scholarly appropriate as well as grammatically and syntactically correct language (CLO 3).

In addition to correct and appropriate English, students will also be trained to express themselves in clear and concise writing (CLO 4). To achieve this course learning objective, students will have to analyze their own writing and be asked to revise their essays according to principles and strategies that streamline their ideas, reinforce their argument, and cut out repetitions and redundancies.

To achieve course learning outcome 5, students will receive instruction by a librarian on site (MLK Library) on how to locate scholarly sources. After these instructions, students will be asked to compile an extensive draft bibliography for their research paper. In individual sessions with the instructor during office hours, students will learn to select the relevant material for their own thesis to be articulated in their research paper (CLO 5).

Great importance will be placed on the appropriate use of sources available on the internet and how to distinguish serious contributions from individual articulations that lack intellectual rigor and editing/filtering (CLO 5 and CLO 7).

Students will be assigned to read and analyze various literary critical articles from academic journals. During class instructions, they will learn of how to properly read, understand, and evaluate such scholarly writing (CLO 6).

Students will be instructed in the proper use of the MLA documentation style and in subsequent essays, they are expected to apply these citation rules (CLO 7 and CLO 8).

Of great importance is to show the students the difference between researching, synthesizing, and incorporating scholarly sources into their own writing versus the inappropriate use of intellectual property of others in the expression of their own ideas (CLO 7). The goal is to encourage the use of scholarly sources (which is in essence research), and at the same time to prevent intended or unintended plagiarism.

Required Texts/Readings

Textbook

Writer's Help 2.0, Lunsford Version, Macmillan Learning, 2017. This is a feature on CANVAS and access is provided to all SJSU students through https://sjsu.instructure.com/courses/1214075/external_tools/24799

Literary Texts

Camus, Albert: *The Stranger*. Translated into English by Matthew Ward; Publisher Alfred A. Knopf, 1993 ISBN 978-0-679-42026-2

Marquez, Gabriel Garcia: *Chronicle of a Death Foretold*. Translated into English by Gregory Rabassa; Publisher Vintage International, 2003 ISBN 0-394-53078-8

Dürrenmatt, Friedrich: *The Visit*. Translated into English by Joel Agee; Publisher Grove press, 2006 ISBN 978-0-8021-4426-3

Essays, Journal Articles

Readings will be provided by instructor in the course of the semester.

Recommended Reference Works

Gibaldi, Joseph. *MLA Handbook for Writers of Research Papers* 7th edition.

A comprehensive American English Dictionary

Useful Websites

Writing tutorials from Purdue University: <http://owl.english.purdue.edu/owl/resource/557/15/>

MLA citation guide: <http://www.liu.edu/cwis/cwp/library/workshop/citmla.htm>

Library Liaison

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

<http://libguides.sjsu.edu/foreignlanguages> Library website with guide to literary resources and databases.

Course Requirements and Assignments

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](#).

“Success in this course is based on the expectation that students will spend, for each unit of credit, a minimum of 45 hours over the length of the course (normally 3 hours per unit per week with 1 of the hours used for lecture) for instruction or preparation/studying or course related activities including but not limited to internships, labs, clinical practica. Other course structures will have equivalent workload expectations as described in the syllabus.”

Participation: The participation grade will be based on your active participation in class discussions, your oral contributions to the class, group in-class assignments, and your completion of other in-class assignments. Obviously, you can only participate effectively in class if you are present in class and well prepared. **There is no make-up work for participation if you do not attend class.**

NOTE: According to [University Policy F15-12](#), “Students are expected to attend all meetings for the courses in which they are enrolled as they are responsible for material discussed therein and active participation is frequently essential to ensure maximum benefit to all class members.”

(GELO 2 and CLO 1 / 2 / 6)

Discussion Posts: There will be four Discussion Posts on varying topics related to readings and movies from class. Each Discussion Post will be 200 words long. The essence of these discussion posts is to express your opinion utilizing critical thinking skills. You will construct an argument and take a stand after analyzing and evaluating criteria related to the topic, then you will express your position in a clear, logical, and grammatically correct manner.

(GELO 1 / 2 / 5 and CLO 2 / 3)

Essays: There will be three essays. You will be given the topics, approximate word count, and detailed instructions beforehand. Essays are to be typed, double-spaced, using a 12 pt. Times New Roman or Times font with 1-inch margins on the top, bottom, and left and a 1.5-inch margin on the right. **Essays have to be submitted electronically by the due date.** It is essential to keep extra copies of all submitted essays. **No Late Work Accepted on Essays.**

(GELO 1 / 3 / 4 / 5 and CLO 2 / 3 / 5 / 7)

Draft Bibliography: After the instruction in the use of databases to locate scholarly materials in the library, you will be asked to submit an extensive draft bibliography for your research paper. This bibliography will be discussed in a one-on-one meeting with the instructor if necessary to identify the relevant material and the proper citation use (MLA style).

(GELO 4 / 5 and CLO 5 / 7 / 8)

Research Paper: Students are expected to complete a research paper (including a List of Works Cited) on an assigned topic related to the course readings and films. The list of topics will be distributed early in the course. The paper is to include proper citations from the sources and a list of Works Cited according to the MLA format. You will have to meet with the instructor during the middle of the semester in order present your list of literary scholarship and other sources you plan to research for your term paper. **No Wikipedia sourcing is allowed. No Late Work Accepted.**

(GELO 1 / 3 / 4 / 5 and CLO 2 / 3 / 4 / 5 / 6 / 7 / 8)

Midterm: This exam will test basic writing, grammar, and editing skills, as well as the knowledge of literary terms. It will also include short essays to demonstrate your ability to interpret literary texts and movies and to express your ideas in correct, clear, and concise writing.

(GELO 1 / 2 and CLO 2 / 3 / 4)

Final Exam: In addition to the tasks asked of students in the midterm, they will have to be able to identify (genre, audience, style of writing) and criticize a sample text, demonstrate their ability to identify scholarly resources based on their MLA citation (book, book chapter, journal article, newspaper article, internet source, etc.). This cumulative final exam will also ask the students to analyze texts and movies covered in class as well as test their knowledge of material covered in class lectures/discussions.

(GELO 1 / 2 and CLO) 2 / 3 / 4 / 6 / 8)

Grading Information

Participation and in-class activities	25 %
4 Discussion Posts	5%
3 Essays	30%
Research Paper	20 %
Midterm	10%
Final Exam	10%
Total	100%

Grading scale:

94-100 A	89-87 B+	79-77 C+	69-67 D+
93-90 A-	86-84 B	76-74 C	66-64 D
	83-80 B-	73-70 C-	63-60 D-
			59-0 F

“This course must be passed with a C or better as a SJSU graduation requirement.”

Classroom Protocol

Courtesy towards fellow students is expected at all times. Cell phones must be turned off during class to avoid distractions. Since this class meets only once per week, be on time and notify the teacher if you cannot attend class. Students are responsible for finding out what was missed if they were absent. Do this by checking your syllabus and CANVAS every day for assignments, due dates, and changes made by the teacher via CANVAS email. Also, it is suggested to contact a classmate if it is needed to review what was missed. Hand written notes should be taken at each lecture. Studies have shown that information retention is maximized through brain activity that occurs with hand-eye coordination. Therefore, I strongly prefer that you do not use laptops to type your notes. If there is a medical reason or physical reason to type instead of write, please see me for accommodations.

Plagiarism

When you use the words of another person you must enclose the words in quotation marks. When you take ideas from another person you must give credit by citing the source. A failure to do so is plagiarism. There are serious consequences to plagiarizing. King Library has a website tutorial on plagiarism. See “Academic Integrity” at <http://www.sjsu.edu/senate/docs/S07-2.pdf>

Consent for Recording of Class and Public Sharing of Instructor Material

[University Policy S12-7](http://www.sjsu.edu/senate/docs/S12-7.pdf), <http://www.sjsu.edu/senate/docs/S12-7.pdf>

“Course material developed by the instructor 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.” Recording of instructor’s lectures is also prohibited without the express written permission of the instructor.

University Policies

Per [University Policy S16-9](#), university-wide policy information relevant to all courses, such as **academic integrity**, **accommodations**, etc. will be available on Office of Graduate and Undergraduate Programs’ [Syllabus Information web page](http://www.sjsu.edu/gup/syllabusinfo/) at <http://www.sjsu.edu/gup/syllabusinfo/>

Dropping and Adding

Students are not officially enrolled in the class until their fees have been paid. Students who do not pay their fees will be dropped automatically from all their classes. The Department of World Languages and Literatures will not allow students to re-enroll if they have been dropped by the Bursar’s Office for non-payment of fees.

Last Day to Drop Courses without “W” Entry on Student's Permanent Record is Friday, August 31, 2018.

Last Day to Add Courses & Register Late is Monday September 10, 2018.

Information about the latest changes and news is available at the Advising Hub at <http://www.sjsu.edu/advising/>

Student Technology Resources

The Carmen Sigler Media Center of the Department of World Languages & Literatures

Located in Clark Hall 208. It is open Tuesday, Thursday, Friday 9.00AM-2.00PM. As long as you are enrolled in a WLL course, you can use the computers there if needed. Check website for more information.

http://www.sjsu.edu/wll/student_resources/media_center/index.html

SJSU Peer Connections

Peer Connections' free tutoring and mentoring is designed to assist students in the development of their full academic potential and to inspire them to become independent learners. Peer Connections tutors are trained to provide content-based tutoring in many lower division courses (some upper division) as well as writing and study skills assistance. Small group and individual tutoring are available. Peer Connections mentors are trained to provide support and resources in navigating the college experience. This support includes assistance in learning strategies and techniques on how to be a successful student. Peer Connections has a learning commons, desktop computers, and success workshops on a wide variety of topics. For more information on services, hours, locations, or a list of current workshops, please visit Peer Connections website at

<http://peerconnections.sjsu.edu> for more information.

SJSU Writing Center

Specialized to help you with essay writing but may take long to get an appointment.

The SJSU Writing Center is located in Clark Hall, Suite 126. All Writing Specialists have gone through a rigorous hiring process, and they are well trained to assist all students at all levels within all disciplines to become better writers. In addition to one-on-one tutoring services, the Writing Center also offers workshops every semester on a variety of writing topics. To make an appointment or to refer to the numerous online resources offered through the Writing Center, visit the Writing Center website at

<http://www.sjsu.edu/writingcenter> . For additional resources and updated information, follow the Writing Center on Twitter and become a fan of the SJSU Writing Center on Facebook.

SJSU Counseling and Psychological Services

The SJSU Counseling and Psychological Services is located on the corner of 7th Street and San Carlos in the new Student Wellness Center, Room 300B. Professional psychologists, social workers, and counselors are available to provide confidential consultations on issues of student mental health, campus climate or psychological and academic issues on an individual, couple, or group basis. To schedule an appointment or learn more information, visit Counseling and Psychological Services website at <http://www.sjsu.edu/counseling>

Food Resources

There are many resources on and off campus to supplement your food supply for free should you experience any food insecurities. Please visit:

<http://www.sjsu.edu/wellness/foodresources/>

Click the menu bar to the right to find on and off campus resources.

No student should ever have to skip meals due to cost. To stay alert and focused on your studies, eat at least 3 times a day. A permanent location for a SJSU Food Pantry is in the process of becoming a reality shortly. In the meantime, please utilize the various **Food Shelves** at different campus locations and the monthly **Just In Time** program at SJSU to fulfill students' needs. Please navigate the above link for specific information about these food sources and many others available to you.

FORL 100W: Writing Workshop – Fall 2018 -- Tentative Course Schedule

****Syllabus and Course Schedule are subject to change. All changes will be announced ****

Week Assign	Assignments, Deadlines Topics, Readings
1 Aug. 27	Introduction / Syllabus Review / View <i>Rashomon</i> (1950) Japan, dir. Akira Kurosawa / Topic: Truth vs. Reality
Assign	Write <i>Rashomon</i> essay #1 (1000 words) as a personal response paper / study <i>Grammar</i> section in <i>Writer's Help 2.0</i> on CANVAS / read about <i>genre</i> on <i>Writer's Help 2.0</i> by doing a search on the word <i>genre</i> and read under the sub-topics <i>Talking the Talk: Genre names; defined; and expectations for U.S. academic writing; and media.</i>
2 Sept. 3	HOLIDAY LABOR DAY-NO CLASS
3 Sept. 10	Essay 1 due on <i>Rashomon</i> / Discussion and group film analysis of <i>Rashomon</i> / Genre introduction: Short story/ Repetition and Redundancies
Assign	Read Camus text, <i>The Stranger</i> / study <i>Punctuation</i> section and <i>Critical Thinking and Argument</i> in <i>Writer's Help 2.0</i>
4 Sept. 17	Discussion and analysis of Albert Camus: <i>The Stranger</i> (1942) France / Topic: Alienation and Existentialism / discussion of mistakes in students' essay / Intro to MLA
Assign	Study sections <i>Mechanics</i> and <i>Writing for the Humanities</i> in <i>Writer's Help 2.0</i>
5 Sept. 24	Discussion and analysis of <i>The Stranger</i> / give Camus Essay topic / Grammar lecture and in-class worksheets
Assign	Write Camus essay #2 (1000 words)
6 Oct. 1	Essay 2 due (on <i>The Stranger</i>) / lecture on <i>Critical Thinking</i>
Assign	Assign Discussion Post #1 / Review and prepare for midterm
7 Oct. 8	View <i>Cinema Paradiso</i> (1990) Italy, dir. Giuseppe Tornatore/ Topic: war, poverty, and friendship / Discussion Post #1 Due
Assign	Review and prepare for midterm

Week Assign	Assignments, Deadlines Topics, Readings
8 Oct. 15	MIDTERM / Choose a topic for research paper (1500 words)
Assign	Assign Discussion Post #2 / Study <i>Research</i> in <u>Writer's Help 2.0</u> / discuss topic for term paper with instructor (office or email)
9 Oct. 22	Library visit: class meets in MLK Room 213 – Librarian Toby Matoush Instruction on use of databases by librarian / Discussion of draft bibliography for term paper / Discussion and group film analysis of movie <i>Cinema Paradiso</i> / Discussion Post #2 Due
Assign	Read Marquez text <i>Chronicle of a Death Foretold</i> / Assign Draft Bibliography / research scholarly sources for Research Paper / study <i>Documentation</i> in <u>Writer's Help 2.0</u>
10 Oct. 29	Draft Bibliography Due Discussion and analysis of Gabriel Garcia Marquez: <i>Chronicle of a Death Foretold</i> (1981) Columbia Topic: Honor and Justice / Analytical narrative and suspense
Assign	Read scholarly article on Marquez / start reading of scholarly sources for term paper / Assign Research Paper Outline / Assign GGM scholarly article homework
11 Nov. 5	Research Paper Outline Due / GGM homework Due Continue discussion and analysis of Gabriel Garcia Marquez / analysis and discussion of scholarly article on Marquez
Assign	Read Dürrenmatt text <i>The Visit</i> / Assign Discussion Post #3 / read scholarly sources for research paper / draft research paper
12 Nov. 12	HOLIDAY VETERANS DAY-NO CLASS
13 Nov. 19	Discussion and group analysis of Friedrich Dürrenmatt: <i>The Visit</i> (1956) Switzerland / Genre analysis: Tragicomedy / Topic: Collective guilt / Discussion Post #3 Due
Assign	Write essay #3 on Dürrenmatt's <i>The Visit</i> (1000 words) / continue working on research paper / write first draft of research paper
14 Nov. 26	Essay 3 Due / View <i>Butterfly's Tongue</i> (1999) Spain, director José Luis Cuerda / Grammar exercises
Assign	Assign Discussion Post #4 / discuss term paper with instructor (as needed)
15 Dec. 3	Discussion and group analysis of <i>Butterfly's Tongue</i> / Discussion Post #4 Due
Assign	Finish research paper
16 Dec. 10	RESEARCH PAPER DUE (1500 words) Course review and preparation for final exam
Assign	Review for final exam
17 Dec. 17	FINAL EXAM MONDAY, DEC. 17 Clark Hall 218 5:15PM-7:30PM

