

San José State University
English Department
ENGL 100W, Writing Workshop, Section 03

Spring 2014

Professor:	Dr. Adrienne L. Eastwood
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Office Hours:	Mondays and Wednesdays, 1:30-4:15 p.m.
Class Days/Time:	Mondays and Wednesdays, 4:30 – 5:45 p.m.
Classroom:	BBC 221
Prerequisites:	A passing score on the Writing Skills Test (WST), upper-division standing (56 units), and completion of core GE.
GE Category:	Area Z Written Communications

Faculty Web Page and MYSJSU Messaging

Copies of the course materials such as the syllabus, major assignment handouts, etc. may be found on my faculty web page at <http://www.sjsu.edu/faculty.eastwood>. You are responsible for regularly checking with the messaging system through MySJSU.

Canvas: This is a “hybrid” course. Some of the lectures and assignments will therefore be presented in an online format using SJSU’s Canvas system. You must ensure that you have an active SJSU account up and running by the first week of class, and you need to familiarize yourself with the system. You will be required to participate in on-line discussions and some assignments will be posted to the site and graded online.

Course Description: English 100W is an integrated writing and literature course designed to provide English majors with a firm foundation for the study of literature. Through close and careful reading of literary texts, students will develop the following:

- The ability to read, analyze, and interpret literary texts intelligently, and to respond to them critically both orally and in writing
- Advanced proficiency in both traditional and contemporary research strategies and methodologies necessary for writing research-informed papers that

communicate complex ideas effectively and appropriately to both general and specialized audiences;

- A rhetorically sophisticated writing style appropriate to upper-division university discourse;
- Mastery of the conventions of standard English and manuscript format.

Course Goals and Student Learning Objectives

English 100W Area Z Student Learning Objectives (GE SLOs):

1. Students shall be able to refine the competencies established in Written Communication 1A and 1B (as summarized below):

1A Student Learning Objectives:

- 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)

1B Student Learning Objectives

- 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.

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.
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.

English 100W Department of English and Comparative Literature Student Learning Objectives (E&CL SLOs): Students will demonstrate the ability to

1. 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;

2. Show familiarity with major literary works, genres, periods, and critical approaches to British, American, and World Literature;
3. Write clearly, effectively, and creatively, and adjust writing style appropriately to the content, the context, and the nature of the subject;
4. Develop and carry out research projects, and locate, evaluate, organize, and incorporate information effectively;
5. Articulate the relations among culture, history, and texts.

To those ends, we will engage in all phases of those reading, thinking, 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.

The following Content Objectives are specific to English 100W.

- * **Writing:** Assignments shall emphasize those analytical and interpretive skills and activities in writing and thinking that produce types of writing useful in English studies, including explications of poetry and prose; analyses of plot, character, theme, and image; and comparison and contrast of two or more works. A minimum of 50% of the writing shall be about poetry. At least six essays, appropriately sequenced throughout the semester and totaling a minimum of 8000 words, are required; at least one of these essays shall be substantially informed by research. This minimum requirement excludes the final examination, journal writing, quizzes, and any brief or informal assignments. However, it can include assignments that require major revisions to a previously graded or reviewed draft. At least two (but not more than three) essays shall be written in class.
- * **Evaluation:** Students shall receive frequent evaluations of their writing from the instructor. In evaluating student writing, instructors shall comment on specific features of individual papers. Comments shall encourage and acknowledge student success as well as note errors and suggest ways to correct them.
- * **Reading:** The primary reading in the course will be original works of literature, especially in the main literary genres, with some attention to their forms and evolution. At least 50% of the course reading will be devoted to poetry, and a variety of forms and examples shall be surveyed. At least one full-length work (a novel, a substantial play, a long poem or poetic sequence) will be read. Other types of texts, including critical and analytical essays that serve as useful models for writing about literature for general and specific audiences, may also be assigned, but such texts shall be used consistently with the course goal of enhancing the students' ability to read, analyze, interpret, and respond to literary texts intelligently.
- * **Research:** English 100W shall provide advanced instruction in both traditional and contemporary research strategies and methodologies, including locating and evaluating materials, using them effectively (e.g., quoting, paraphrasing,

summarizing), and citing them properly At least one substantial writing assignment in which the student's thesis is informed by research is required. As part of this requirement, at least one class session shall include a presentation by a university librarian.

- * **Diversity:** Assignments (both reading and writing) shall address issues of race, class, and gender when appropriate, and the perspectives of women and diverse cultural groups shall be incorporated into course instruction and materials in an inclusive and comprehensive manner whenever possible.
- * **Tutoring:** Students whose writing displays serious deficiencies in their ability to write clearly organized paragraphs and essays, or to control standard English syntax, grammar, or punctuation will be advised to seek help from the University Writing Center.
- * **Grading:** A-F. A passing grade in English 100W signifies that the student has developed those writing, reading, and research abilities necessary for upper-division work in the English major.

Required Texts/Readings

Textbooks

- *The Broadview Anthology of Poetry*, Herbert Rosengarten and Amanda Goldrick-Jones, Eds. Second Ed. Ontario: Broadview Press. ISBN 9781551114859
- *The Broadview Anthology of Short Fiction*. Julia Gaunce and Suzette Mayr, Eds. Second Ed. Ontario: Broadview Press. ISBN 9781554811410
- Barnet, Sylvan and Cain, William. *A Short Guide to Writing About Literature*. Tenth Edition. New York: Pearson Longman. ISBN 9780321330734
- Marlowe, Christopher. *The Jew of Malta*. Broadview Edition. ISBN 9781554810680
- Shakespeare, William. *The Merchant of Venice*. Folger Edition. ISBN 9780312256241
- Williams, Tennessee. *A Streetcar Named Desire*. Signet Classics. ISBN 7116200799

Recommended: Tyson, Lois. *Critical Theory Today*. ISBN 0915974100

Other Materials

- A college-level dictionary
- A handbook of English grammar, punctuation, usage, and up-to-date style guidelines.

Library Liaison

Toby Matoush.
Telephone: 408-808-2096
Email: tmatoush@sjsu.edu

Classroom Protocol

Please come to class having read the material and prepared to discuss it. Bring your books with you to each class. Cell phones and laptops are not allowed in class.

Requirements:

1. Attendance and Participation: A portion of your grade will be based on your attendance and participation in class. In order to receive an A or a B in participation, you must do more than just attend class. You must also demonstrate to me that you have been keeping up with the readings and thinking about the questions raised by the lectures. I expect each of you to engage in the class discussions, participate in group activities, and come to class with the relevant materials. Failure to do so may result in your being dismissed from class for the day. Be prepared to discuss the readings in class.
2. Quizzes: I reserve the right to test you periodically to make sure that you are keeping up with the reading. These quizzes will not be announced beforehand, and they will count towards your overall participation grade. There will be no opportunity to make up missed quizzes.
3. Oral Presentation: You will be required to make one 5-minute oral presentation on an assigned topic. Provide the class with a one-page handout outlining the main points of your presentation. Detailed instructions for your presentations will be provided.
4. Essays: You will be required to write 6 graded essays with 1 major revision of an earlier essay throughout the semester for a total of 8,000 words: 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. Staple in the top right corner, please. One of the take-home essays will involve a substantial amount of scholarly research.
5. Some of your writing may be reviewed in peer writing workshops and then revised prior to final submission. In order to receive full credit for the assignment, you must participate in each phase of the workshop process. In other words, you must bring the required number of drafts of your essay on the date assigned, and you must also actively comment on the work of your peers. You must turn in the

workshopped drafts with the final version of your essay. Instructions for workshops will be distributed.

6. Reading Responses: Periodically you will be required to post a response to the assigned readings on the Canvas website (a minimum of 300 words). These will be used to stimulate your thoughts on the texts. They will count towards 10% of your overall grade. Since the point of these exercises is to give you the opportunity to engage more fully with some of the questions raised by the texts we will study, it makes no sense to turn these in after the class has moved on to another work. Therefore, I will not accept them late. Students who write nothing or who write frivolously will not receive credit for the exercise.
7. Final Exam: The mandatory departmental final exam will be given on **Saturday, May 10th**. You must take this exam in order to pass the class.

Late Papers: All work is due at the beginning of class, otherwise it will be considered late. Turning in assignments late is unfair to the other students; therefore, I will lower your grade one full letter for each day the paper is late. In the case of emergencies, please see me.

I do not accept emailed assignments.

Dropping and Adding

Students are responsible for understanding the policies and procedures about add/drop, grade forgiveness, etc. Refer to the current semester's [Catalog Policies](http://info.sjsu.edu/static/catalog/policies.html) section at <http://info.sjsu.edu/static/catalog/policies.html>. Add/drop deadlines can be found on the [current academic calendar](http://www.sjsu.edu/academic_programs/calendars/academic_calendar/) web page located at http://www.sjsu.edu/academic_programs/calendars/academic_calendar/. The [Late Drop Policy](http://www.sjsu.edu/aars/policies/latedrops/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.

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

Grading Policy

Grading Breakdown:

Attendance and participation 10%
Reading Responses (300 words each): 10%
Oral Presentation: 10%
Essays 1 & 4 (in-class, 1,000 words each): 15%
Essay 2 (1,250 words): 10%
Essay 3: 15% (1,750 words)
Essay 5: (research-intensive, 1,000): 5%

Essay 6: (major revision of Essay 5. 2,000 words): 15%

Final exam 10%

You must complete each essay and the final exam to pass the course.

Grading: Your written work will be evaluated according to the following criteria:

1. Intellectual Content: how effectively you complete the assignment, the quality and originality of your ideas
2. Structure: how effectively and appropriately you organize and develop your ideas
3. Language and Style: how effectively and appropriately you choose your words (diction) and construct your sentences (syntax)
4. Conventions: grammar, punctuation, syntax, usage, spelling, and (where appropriate) MLA guidelines. **Please note:** all written work must demonstrate competency in all of the forms and conventions of standard English in order to receive a passing grade (a C or better).

Your class participation will be assessed as follows:

- A = Regular, helpful questions and comments; fully engaged
- B = Occasional, pertinent questions and responses; good listening
- C = Infrequent, tangential questions or comments; attentive
- D = Rare interaction; disengaged from discussion; not prepared for class
- F = Regularly absent, physically or mentally

University Policies

Academic integrity

Your commitment as a student to learning is evidenced by your enrollment at San Jose State University. The [University's Academic Integrity policy](http://www.sjsu.edu/senate/S07-2.htm), located at <http://www.sjsu.edu/senate/S07-2.htm>, requires 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 [Student Conduct and Ethical Development website](http://www.sjsu.edu/studentconduct/) is available at <http://www.sjsu.edu/studentconduct/>.

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 your assignment or any material you have submitted, or plan to submit for another class, please note that SJSU's Academic Policy S07-2 requires approval of instructors.

Campus Policy in Compliance with the American Disabilities Act

If you need course adaptations or accommodations because of a disability, or if you need to make 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 requesting accommodations must

register with the [Disability Resource Center](http://www.drc.sjsu.edu/) (DRC) at <http://www.drc.sjsu.edu/> to establish a record of their disability.

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.

SJSU Writing Center

The SJSU Writing Center is located in Room 126 in Clark Hall. It is staffed by professional instructors and upper-division or graduate-level writing specialists from each of the seven SJSU colleges. Our writing specialists have met a rigorous GPA requirement, and they are well trained to assist all students at all levels within all disciplines to become better writers. The [Writing Center website](http://www.sjsu.edu/writingcenter/about/staff/) is located at <http://www.sjsu.edu/writingcenter/about/staff/>.

ENGL 100W Section 03, Spring, 2014

Reading Schedule (Subject to Change)

Table 1 Course Schedule

Week	Date	Topics, Readings, Assignments, Deadlines
1	1/27 1/29	Introductions DIAGNOSTIC (Bring Yellow Books)
2	2/3 2/5	Barnet and Cain, Chapters 1 & 2. [Crash Course on the Sonnet] Poetry. Barnet and Cain, Chapter 12, Broadview Poetry Wyatt, "The longe love," Spenser, from Amoretti (read all), Sidney from Astrophil and Stella (1, 31, 47, and 71), William Shakespeare (read all).
3	2/10 2/12	The Sonnet Continued. Keats, Elizabeth Barrett Browning, Sonnet 43, Millay, "Love is Not All." [Prompts for Poetic Explication Essay] Barnet and Cain, Chapter 4. Poetry: Narrative, Lyric, Other. Christina Rosetti, "Goblin Market"

Week	Date	Topics, Readings, Assignments, Deadlines
		Emily Dickinson, (Read all); ee cummings (read all).
4	2/17	IN-CLASS ESSAY 1 (Bring Yellow Books)
	2/19	Audry Lorde, Anne Sexton, Adrienne Rich, and Langston Hughes. (Read all of the selections for each of these poets)
5	2/24	More practice with poetry – Begin reading Marlowe’s <i>Jew of Malta</i> POETIC EXPLICATION DUE
	2/26	DRAMA: Barnet and Cain, Chapter 11. Marlowe, <i>The Jew of Malta</i>
6	3/3	Marlowe, <i>The Jew of Malta</i>
	3/5	Marlowe, <i>The Jew of Malta</i> , [Prompts for Compare and Contrast Essay], Barnet and Cain, Chapter 5
7	3/10	Shakespeare, <i>The Merchant of Venice</i> [online lecture – No Class]
	3/12	Shakespeare, <i>The Merchant of Venice</i>
8	3/17	Shakespeare, <i>The Merchant of Venice</i>
	3/19	Shakespeare, <i>The Merchant of Venice</i> COMPARE ANE CONTRAST ESSAY DUE [Prompts for Oral Presentations]
9	3/24-26	SPRING BREAK- NO CLASS – Read Barnet and Cain, Chapter 9, research presentations
10	3/31	Cesar Chavez Day – No Class
	4/2	ORAL PRESENTATIONS
11	4/7	ORAL PRESENTATIONS
	4/9	IN-CLASS ESSAY Bring Yellow Books
12	4/14	Williams, <i>Streetcar Named Desire</i>
	4/16	Williams, <i>Streetcar Named Desire</i>
13	4/21	Short Fiction: Barnet and Cain, Chapter 10, Poe “The Cask of Amontillado,” Melville, “Bartleby the Scrivener” [Prompts for Essay on Fiction]
	4/23	Joyce, “The Dead” Carver, “Cathedral”
14	4/28	Mistry, “Swimming Lessons,” Moore, “You’re Ugly Too.”
	4/30	ESSAY on FICTION DUE [Directions for Research Essay]
15	5/5	Library Visit
	5/7	Conferences
16	5/12	Last day of instruction – RESEARCH ESSAY DUE

Week	Date	Topics, Readings, Assignments, Deadlines
Final Exam	5/10 NOON – 2:30	BRING YELLOW BOOKS