

Writing Workshop

ENGL 100W

Fall 2025 Section 01 Hybrid 4 Unit(s) 08/20/2025 to 12/08/2025 Modified 08/24/2025

Course Information

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 skills interpretation, explication, analysis, and composition.

Course Description and Requisites

Integrated writing and literature course to develop advanced proficiency in college-level reading and writing that broadens and deepens understanding of forms and genres, audiences, and purposes of college writing developed in lower-division composition courses while developing mastery of the discourse and methods specific to the field of English literary studies. Repeated practice in close reading of literary texts, writing and revising informal and formal essays of literary analysis, and peer review of other students' writing.

Writing in the Disciplines: Satisfies the CSU Graduation Writing Assessment Requirement (GWAR) if passed with "C" or better.

Prerequisite(s): A3 or equivalent second semester composition course (with a grade of "C-" or better); completion of core GE; and upper division standing. Or Graduate or Postbaccalaureate level. Allowed Declared Majors: English. Other College of Humanities & Arts majors must ask for department consent.

Letter Graded

Classroom Protocols

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Please arrive on time and have the materials read in full by the time we begin to discuss them in class. Regular attendance and active class participation are required.

Classroom Etiquette: Students should ask questions and be prepared to engage with the professor and their fellow students.

AI/ChatGPT/Plagiarism: The act of writing is a way to think further on a topic and to organize or clarify those thoughts. The connection between writing and thinking is crucial to your development as a communicator, a critical thinker, and a creator—all skills that will serve you in your future endeavors. Using AI to respond to essay prompts is cheating: it is cheating you out of the education you are paying for. Make no mistake: using AI as a replacement for your own insight and engagement with literature will keep you from developing the skills you will need to be competitive and successful in the workplace. Therefore, if I see that you are using AI for your assignments, I will not provide feedback, and your grade will be significantly impacted (a D or an F). Repeated infractions will lead to a failing grade for the course.

Success in this class will be measured by how well you understand the materials **as presented in lectures or through class discussion**. Repeating material generated by ChatBots or other sources is not an acceptable replacement for direct engagement with the readings and lectures, and it will be graded as such. Using secondary sources should be limited to those assignments involving research, and you must provide proper documentation or you will fail the assignment, and possibly the course. Further action may be taken by the University per [F 15-7](#).

Program Information

Writing in the Disciplines (WID) courses develop students' abilities to communicate effectively in their major course of study and in their careers. With an emphasis on critical thinking, these upper-division core courses advance students' understanding of the genres, audiences, and purposes of college writing while preparing them for successful communication in their chosen professions. Completing Writing in the Disciplines with a C or better is an SJSU graduation requirement.

Writing in the Disciplines Learning Outcomes Upon successful completion of a Writing in the Disciplines course, students should be able to:

1. explain, analyze, develop, and critique ideas effectively, including ideas encountered in multiple readings and expressed in different forms of discourse;
2. organize and develop complete discipline-specific texts and other documents for both professional and general audiences, using appropriate editorial and citation standards; and

3. locate, organize, and synthesize information effectively to accomplish a specific purpose, and to communicate that purpose in writing;
4. produce discipline-specific written work that demonstrates upper-division proficiency in language use, grammar, and clarity of expression.

Writing Practice: Students will write a minimum of 8000 words, at least 4000 of which must be in revised final draft form.

Course Learning Outcomes (CLOs)

Course Learning Outcomes (CLO)

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

Required Texts/Readings

Textbooks

- *50 Great Short Stories*, Ed. Milton Crane. Bantam Classics. ISBN 9780553277456
- Marlowe, Christopher. *The Jew of Malta*. Browdview Edition. ISBN 9781554810680
- Shakespeare, William. *The Merchant of Venice*. Folger Edition. ISBN 9780312256241

Additional readings will be provided on Canvas

Other Readings

- A handbook of English grammar, punctuation, and style guidelines (recommended)
- MLA guidelines are available here: <https://owl.english.purdue.edu/owl/resource/747/01/>

Course Requirements and Assignments

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Participation: A portion of your grade will be based on your participation in class. In order to receive an A or a B in participation, you must come to class on time and with your books. Active participation in this class will include asking questions about the material, volunteering to read, participating in break-out groups, making requisite online discussion posts, responding to quizzes, and other activities.

Participation also includes having your book during class and following along as directed. In other words, bring your book and be prepared to open it.

Grammar and Content Quizzes: Over the semester, you will be taking a total 15 online quizzes (10 on grammar, 5 on content) testing reading comprehension, knowledge of poetic and literary forms and terms, and grammar. PLO 1

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 at least 8,000 words: 2 timed midterm essays, and 4 non-timed essays. All materials must follow MLA guidelines. One of the essays will involve a substantial amount of scholarly research. PLO 3, PLO 4, PLO 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 circulate 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.

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 5% 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. PLO 2, PLO 5

Final: Your culminating project will be a final research paper incorporating feedback from peers and from me, and involving significant secondary research. I will ask for copies of your drafts with feedback to be included. PLO 2, PLO 5

"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 three hours per unit per week) for instruction, preparation/studying, or course related activities, including but not limited to internships, labs, and clinical practica. Other course structures will have equivalent workload expectations as described in the syllabus."

Final Examination or Evaluation

The final evaluative measure for this course will be your research paper and portfolio.

✓ Grading Information

Grading Information

Grading Breakdown:

Participation 10%

Quizzes: 15%

Reader Responses: 5%

Midterms 1 & 2 (1,000 words each): 10%

Poetry Explication Essay (1,500 words): 10%

Compare Contrast Essay (1,500 words): 15%

Short Fiction Essay (1,500 words): 15%

Final Research Essay Portfolio 20% total

- Proposal (500 words)

- Annotated Bibliography (500 words)

- Peer Review/Conference Draft (1000 words)

- Final Research Paper (2,000 words)

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

<i>Grade</i>	<i>Points</i>	<i>Percentage</i>
<i>A plus</i>	<i>960 to 1000</i>	<i>99- 100%</i>
<i>A</i>	<i>930 to 959</i>	<i>93 to 95%</i>
<i>A minus</i>	<i>900 to 929</i>	<i>90 to 92%</i>
<i>B plus</i>	<i>860 to 899</i>	<i>86 to 89 %</i>
<i>B</i>	<i>830 to 859</i>	<i>83 to 85%</i>
<i>B minus</i>	<i>800 to 829</i>	<i>80 to 82%</i>

<i>Grade</i>	<i>Points</i>	<i>Percentage</i>
<i>C plus</i>	<i>760 to 799</i>	<i>76 to 79%</i>
<i>C</i>	<i>730 to 759</i>	<i>73 to 75%</i>
<i>C minus</i>	<i>700 to 729</i>	<i>70 to 72%</i>
<i>D plus</i>	<i>660 to 699</i>	<i>66 to 69%</i>
<i>D</i>	<i>630 to 659</i>	<i>63 to 65%</i>
<i>D minus</i>	<i>600 to 629</i>	<i>60 to 62%</i>

"This course must be passed with a C or better as an SJSU graduation requirement."

University Policies

Per [University Policy S16-9 \(PDF\)](http://www.sjsu.edu/senate/docs/S16-9.pdf) (<http://www.sjsu.edu/senate/docs/S16-9.pdf>), relevant university policy concerning all courses, such as student responsibilities, academic integrity, accommodations, dropping and adding, consent for recording of class, etc. and available student services (e.g. learning assistance, counseling, and other resources) are listed on the [Syllabus Information](https://www.sjsu.edu/curriculum/courses/syllabus-info.php) (<https://www.sjsu.edu/curriculum/courses/syllabus-info.php>) web page. Make sure to visit this page to review and be aware of these university policies and resources.

Course Schedule

ENGL 100W, Fall 2025 Reading Schedule (Subject to Change)

Students are required to complete the readings listed prior to class.

Students should aim to keep to this weekly schedule for maximum success.

Course Schedule

Week/Lesson/Module	Due Date	Topics, Readings, Assignments, Deadlines
Homework: Before 8/20 class, review the syllabus available in Module 0.		
Week 0	8/20	Welcome and introductions
Week 1	8/25	Diagnostic essay (bring booklets)
	8/27	Discuss diagnostic Basic grammar review/common punctuation errors How to read a poem
Module 1		Common Punctuation Overview Complete Quiz 1- Common Grammar Errors
Week 2	9/1	Labor Day – No Class
	9/3	Recognizing poetic forms Reading poetry
Module 2		How to Read a Poem doc. Complete Quiz 2 – How to Read a Poem Complete Quiz 3 – Clauses/ FANBOYS “The Sonnet: Petrarch, Wyatt, and Surrey” “Sonnets Handout 1”

Week/Lesson/Module	Due Date	Topics, Readings, Assignments, Deadlines
Homework: For classes in Week 3, read “The Sonnet: Petrarch, Wyatt, and Surrey” (Module 2) and “Sonnets Handout 1” (Module 2)		
Week 3	9/8	The Sonnet – Italian to English (Wyatt, Surrey)
	9/10	The Sonnet – English – Shakespeare, Sidney, Spenser Discuss Essay 1: Poetic Explication
Module 3		Complete Quiz 4 – Sonnet Form “Sonnets for Quiz 5” Complete Quiz 5 – Sonnet Reading Selection Essay Assignment 1 – Poetic Explication “Sonnets Handout 2” “Rosetti, “Goblin Market”
Homework: For classes Week 4, read Handout 2 (Module 3) and Rosetti’s Goblin Market (Module 3)		
Week 4	9/15	The Sonnet and other Forms
	9/17	Christina Rosetti, “Goblin Market” Other poetry
Module 4		Complete Quiz 6 – Diction and Word Choice Complete Quiz 7 – Poetic Form Reader Response 1 – Poetic Forms Handout 3 Handout 4

Week/Lesson/Module	Due Date	Topics, Readings, Assignments, Deadlines
Homework: Read poems in Handouts 3 and 4 (Module 4)		
Week 5	9/22	MIDTERM 1 – In-class essay (bring booklets)
	9/24	Catch up/Poetry
Module 5		Complete Quiz 8 – Poetry Reading Selection
Homework: Read Marlowe's <i>The Jew of Malta</i>		
Week 6	9/29	Discuss Midterm 1 Drama/Dramatic Forms, Marlowe's <i>Jew of Malta</i>
	10/1	<i>Jew of Malta</i>
Module 6		Complete Quiz 9, Dramatic Forms Reader Response 2 – on the <i>Jew of Malta</i> Essay Assignment 2 – Compare/Contrast
	10/5	Essay 1 Poetic Explication Due by 11:59 p.m.
Homework: Read Shakespeare's <i>Merchant of Venice</i>		
Week 7	10/6	<i>Merchant of Venice</i>
	10/8	<i>Merchant of Venice</i>

Week/Lesson/Module	Due Date	Topics, Readings, Assignments, Deadlines
Module 7		Complete Quiz 10 – Essay Forms Complete Quiz 11 – Body Paragraphs Reader Response 3 – on <i>Merchant of Venice</i> Review Essay Assignment 2 – Compare/Contrast
Week 8	10/13	Marlowe vs. Shakespeare Discuss Compare/Contrast Essay
	10/15	Marlowe vs. Shakespeare
Module 8		Complete Quiz 12 Grammar Review
Week 9	10/20	Catch-up day
	10/22	MIDTERM 2 In-class essay (bring booklets)
Module 9		Review: Common Punctuation Errors Review: Using Quotations as Evidence
	10/26	Essay Assignment 2 Compare/Contrast Due
Homework: <i>50 Great Short Stories</i> : "The Masque of the Red Death," "A Haunted House," and "The Three-Day Blow," Mansfield, "The Garden Party", Parker, "The Standard of Living," O'Connor "A Good Man is Hard to Find," and Thurber, "The Catbird Seat"		
Week 10	10/27	Discuss Midterm Short Fiction, "The Masque of the Red Death," "A Haunted House," "The Three-Day Blow"
	10/29	Short Fiction Continued

Week/Lesson/Module	Due Date	Topics, Readings, Assignments, Deadlines
Module 10		Quiz 13 – Short Fiction Reader Response, Short Fiction Essay Assignment 3 – Short Fiction
Week 11	11/3	Discuss Essay Assignment 3 – Short Fiction Critical Lenses Short fiction continued
	11/5	Critical Lenses Short fiction continued
Module 11		Quiz 14 Short Fiction Selections View Critical Lenses Lecture Quiz 15 Critical Lenses Reader Response 5 – Respond to Critical Lenses Directions for Essay Assignment 4 – Final Research Essay Directions for Final Essay Proposal
Week 12	11/10	Discuss process for Final Research Essay (Essay 4) Writing and argumentation
	11/12	Research, writing, and argumentation
	11/16	Short Fiction Essay Due by 11:59 on 11/16
Module 12		Directions for Annotated Bibliographies
	11/21	Essay 4 Proposals Due 11/21

Week/Lesson/Module	Due Date	Topics, Readings, Assignments, Deadlines
Homework: Research 3-5 sources to integrate into Essay 4. Read selected sources.		
Week 13	11/17	Discuss writing and revision process Discuss research and Annotated Bibliography
	11/19	Discuss Peer Reviews of Drafts
	11/25	Annotated Bibliographies Due 11/25
Module 13		Peer Review Form
Week 14	12/1	Conferences/Peer Reviews Rough Drafts Due 12/1
	12/3	Conferences/Peer Reviews
Week 15	12/8	Last day of instruction – Conferences
	12/12	Final Research Essay Due by 11:59 p.m.