

**San José State University**  
**Department of English and Comparative Literature**  
**English 193, Senior Seminar (Literature & Self-Reflection), Sec. 1, Spring 2015**

**Instructor:** [Paul Douglass](#)  
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**Office Hours:** MW 8-9 AM and M 3-4 PM  
**Class Days/Time:** MW 1:30 to 2:45 PM  
**Classroom:** Sweeney Hall 238  
**Course Website:** <https://sites.google.com/a/sjsu.edu/english-193/>  
**Section Code Number:** 20314

### **Course Description**

Culminating course for English majors, enabling them to reflect on their experiences and their progress toward meeting the Department Learning Goals (see below): reading groups, workshops, seminar sessions, activities and writing assignments, including a final portfolio.

### **Course Texts**

Articles on the History and Future of the English Major ([provided to you on course website](#)).  
Book Group Text (see below).

Euripides. *Medea*. Adapted by R. Jeffers. ISBN-13: 978-0573612251

Hurston, Zora Neale. *Their Eyes Were Watching God*. ISBN-13: 978-0061120060

Kindt, Matt. *Red Handed: The Fine Art of Strange Crimes*. ISBN-13: 978-1596436626

Malone, Michael. *Handling Sin*. ISBN-13: 978-1402239335

Picture Book (your choice).

Poetry Selections (chosen by members of the class).

Suggested Handbook: *The Everyday Writer* by Andrea Lunsford.

### **Classroom Protocol**

Please turn off cell phones. Turn off laptops unless they are being used in a class activity or presentation by prior arrangement with the instructor.

### **English Department Learning Objectives:**

Students shall:

- 1) demonstrate the ability to 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 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.

## Course Grade Calculations

Assignment	Learning Objectives	Weight
Participation	1, 2, 3, 5	20%
Autobiography	3	10%
A Book that Changed My Life	1, 2	10%
Practicum/Service Learning	3, 4	10%
Book Group	1, 2, 5	10%
Original Essay	1, 3, 4, 5	20%
Portfolio	3, 4	20%
<b>Totals</b>	<b>1, 2, 3, 4, 5</b>	<b>100%</b>

### Assignment Descriptions:

#### **Me: An Autobiographical Exercise**

Who are you? In this exercise, you will write your autobiography thrice, each time engaging a theme: What are your manners like, especially your intellectual manners? What are you most serious about, as a writer? What in you is most susceptible to parody? *Grading criteria:* Submission of work by deadlines and within word limits.

#### **A Book That Changed My Life**

Write a short (3-4 pp.) personal essay on a book that made a big difference in your life. *Grading criteria:* Knowledge of the text; clear writing; including examples and explanations of how the work made a difference in your life.

#### **Book Group**

You will join with other members of the class in selecting a book you have always wanted to read, and meeting to discuss it with your peers and the instructor. Book groups will meet during class time as shown on the calendar. *Grading criteria:* active participation in group, completion of the reading, contribution of background research on the text or author, and written self-evaluation (1 p.).

#### **Original Essay:**

Essay (8-10 pp.) dealing with a text that engages the seminar theme: Self-reflection. *Grading criteria:* one-page proposal submitted; draft of essay submitted; final draft includes at least eight "works cited," with quotations from the texts and specific citation of sources using MLA parenthetical system, showing knowledge and understanding of the texts discussed as evidenced by clear writing, logical paragraphing, and correctness of English usage. **Note well: You must give an oral report and turn in a draft of this essay for feedback.** The final draft will be due when you submit your portfolio. See calendar for due dates.

#### **Practicum/Service Learning Exercise**

Choose one of these two options: **1)** Take your experience and ability as an English major out there and do something. Volunteer in a school classroom or public library. Help create publicity for a nonprofit or government organization, etc. **2)** Pick a person whose life and work interests you because s/he is doing something to which you aspire. Interview that person and submit the written transcript along with your comments. **Propose what you want to do. Then provide a progress report and a final summary on the experience.** *Grading criteria:* Submitting proposal in writing (1 p.), performing activity, providing progress report (1 p.) and a final description (2 pp.) of what you did, or the transcript of your interview.

**Class Work and Participation**

Come to class having read the day's assignment and (when assigned) bring a brief reader's response or comment in writing. Participate in small-group or full-class discussions and answer a question, interpret a passage, express an opinion, or make an observation. In-class work will include short writing assignments, memorizing a poem, and small group activities. *Grading criteria:*

- 1) knowledge of texts as demonstrated by oral and written comments and questions;
- 2) meeting course deadlines and requirements, including memorizing a poem and reciting it in class, completing in-class writings, sharing a picture book, and participating in book groups and campus literary events;
- 3) participation in small-group activities and discussions as observed by the instructor.

**Portfolio:**

The English 193 Portfolio should demonstrate the ways in which you have met the Department of English and Comparative Literature's Learning Goals. In hardcopy submissions, please remove all staples from portfolio examples and use *no* slipcovers.

The portfolio should contain the following items:

- 1) Cover page.
- 2) List of courses taken in the major.
- 3) Table of Contents.
- 4) Introduction that comments on the portfolio's contents and reflects on your experiences within the major.
- 5) Short introductions to each essay or section commenting on the assignments' challenges, how you met them, and what you learned.
- 6) Examples of graded and other written work from at least five other courses taken in the major with professors' comments, if possible.
- 7) Practicum Final Report: description (2 pp.) or transcript of interview.
- 8) Book Group Final Report: self-evaluation (1-2 pp.).
- 9) Original essay written for English 193.

*Grading criteria:* fulfillment of the above list of requirements, effective writing, thoughtful reflective introductory pieces, good organizational scheme for materials submitted.

## English 193: Spring 2015 Calendar

DATE	READINGS AND ASSIGNMENTS
Jan. 26	Introduction to the Course: Planning Session.
Jan. 28	Picture Book readings, sharing, discussion, analysis. <b>Autobiography #1 Due: What Are Your Manners?</b>
Feb. 2	Picture Book readings, cont. <b>Practicum Proposal Due (1 p.).</b>
Feb. 4	Picture Book readings, cont. <i>Red-Handed.</i> <b>(Bring hard-copy of reading response to class.)</b>
Feb. 9	Picture Book readings, cont. A Book that Changed My Life: Discussion of your choice. <i>Red-Handed.</i> <b>Autobiography #2 Due: Your Serious Writing Life.</b>
Feb. 11	<i>Red-Handed.</i> <b>Formation of Book Groups.</b>
Feb. 16	<b>"A Book That Changed My Life" Essay Due—bring hard copy for discussion and activity.</b> Poem recitations, explications, and discussion.
Feb. 18	Poem recitations, cont.
Feb. 23	Poem recitations, cont. <b>Proposal for Original Essay Due.</b>
Feb. 25	Poem recitations, cont.
March 2	Discussion of original essays and autobiographies. <b>Book Groups Meet. (Bring hard-copy of reading response.)</b>
March 4	<i>Their Eyes Were Watching God.</i> <b>Autobiography #3 Due: How Would Someone Parody You?</b>
March 9	<i>Their Eyes Were Watching God.</i>
March 11	<i>Their Eyes Were Watching God.</i> <b>Book Groups Meet (bring hard copy of reading response).</b>
March 16	<b>Career Discussion with Guest Speaker Pollyanna Macchiano, Adobe.</b> Discussion of articles by Bérubé and Smith. ( <a href="#">Downloadable.</a> )
March 17	<i>Guest Speaker Lori Wood of the <a href="#">National Steinbeck Center</a> in Professor Miller's sec. of 193 (SH 238, 3:00-4:15 PM).</i>
March 18	<b>Career Discussion with Guest Speaker Danielle Roberts, Google.</b> Discussion of article by Summit. ( <a href="#">Downloadable.</a> )
March 19	<i>Guest Speaker Anjee Helstrup-Alvarez, Director of MACLA (<a href="#">Movimiento de Arte y Cultura Latino Americana</a>) in Professor Miller's sec. of 193 (SH 238, 3:00-4:15 PM).</i>

DATE	READINGS AND ASSIGNMENTS
March 23	<b>SPRING BREAK.</b>
March 25	<b>SPRING BREAK.</b>
March 30	<i>Medea.</i> ( <b>Bring hard-copy of reading response to class.</b> )
April 1	<i>Medea.</i>
April 6	<b>Oral Reports on Original Essays.</b>
April 8	<b>Oral Reports on Original Essays.</b> <b>Book Groups</b> meet in Class. Bring background research notes on criticism of the text or biography of the author.
April 13	<b>Oral Reports on Original Essays.</b> <b>Original Essay Draft Due (e-text by e-mail).</b>
April 15	<b>Practicum Progress Report Due (1 p.) in class: hard copy.</b> Discussion of original essays and Practicum work.
April 20	<i>Handling Sin.</i> ( <b>Bring hard-copy of reading response to class.</b> )
April 22	<i>Handling Sin.</i>
April 27	<i>Handling Sin.</i> <b>Draft Intro., Table of Contents for Portfolio Due (in class): hard copy.</b>
April 29	<i>Handling Sin.</i>
May 4	<b>Book Groups:</b> Final Meeting and Evaluation Session.
May 6	<b>Original Essay Due.</b>
May 11	Portfolio Workshop: Meet with the instructor for portfolio consultation.
May 13	<b>Last Class:</b> Portfolio check-in and Final Words.
May 18	<b>Final Portfolio Due by 5:00 PM. No Class session on this date. Electronic submission (as email attachment) required.</b>

## Supplemental Policies and Information

### English Department Grading Policies

In English Department courses, instructors will comment on and grade the quality of student writing as well as the quality of ideas being conveyed. All student writing should be distinguished by correct grammar and punctuation, appropriate diction and syntax, and well-organized paragraphs. Grades issued will represent a full range of student performance and will adhere to the following SJSU academic standards of assessment:

The "A" essay will be well organized and well developed, demonstrating a clear understanding and fulfillment of the assignment. It will show the student's ability to use language effectively and construct sentences distinguished by syntactic complexity and variety. Such essays will be essentially free of grammatical, mechanical, and usage errors.

The "B" essay will demonstrate competence in the same categories as the "A" essay. The chief difference is that the "B" essay will show some descriptably slight weaknesses in one of those categories. It may slight one of the assigned tasks, show less facility of expression, or contain some minor grammatical, mechanical, or usage flaws.

The "C" essay will complete all tasks set by the assignment, but show weakness in fundamentals (usually development), with barely enough specific information to illustrate the experience or support generalizations. The sentence construction may be less mature, and the use of language less effective and correct than the "B" essay.

The "D" essay will neglect one of the assigned tasks and be noticeably superficial in its treatment of the assignment--that is, too simplistic or short. The essay may reveal some problems in development, with insufficient specific information to illustrate the experience or support generalizations. It will contain grammatical, mechanical, and usage errors that render some sentences incomprehensible.

The "F" essay will demonstrate a striking underdevelopment of ideas and insufficient or unfocused organization. It will contain serious grammatical, mechanical, and usage errors that render some sentences incomprehensible.

The Department of English reaffirms its commitment to the differential grading scale as defined in the SJSU Catalog ("The Grading System"). Grades issued must represent a full range of student performance: A= excellent; B= above average; C= average; D= below average; F= failure. Courses graded according to the A, B, C, No Credit system shall follow the same pattern, except that NC shall replace D or F. In such cases, NC shall also substitute for W (or Withdrawal) because neither grade (NC or W) affects students' GPA.

### Academic Integrity

The Academic Integrity Policy is outlined at <http://info.sjsu.edu/static/catalog/integrity.html>, which also covers Student Conduct and Ethical Development. Your commitment to learning requires you be honest in your academic course work. Faculty members must report all infractions to the Office of Judicial Affairs. 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 you alone, unless otherwise specified. If you wish to incorporate any material you have submitted, or plan to submit for another class, [SJSU's Academic Policy S07-2](#) requires approval of all instructors involved.

### 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 discuss this with your instructor as soon as possible. Presidential Directive 97-03 requires that students with disabilities requesting accommodations must register with the DRC (Disability Resource Center) to establish a record of their disability. The DRC's web site is [www.drc.sjsu.edu](http://www.drc.sjsu.edu).

## **Adding and Dropping Classes**

Check the SJSU Calendar for the last day to drop a class without a W grade and the last day for adding classes without a late fee, for registering late, or for requesting grade options. Information regarding the university policy on late drops can be found on the Academic Advising website at <http://www.sjsu.edu/aars/policies/latedrops/>.

## **Estimation of Per-Unit Student Workload**

Success in this course is based on the expectation that students will spend, for each unit of credit, a minimum of forty-five 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, writing, and reading.

## **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 is located at <http://www.sjsu.edu/writingcenter/>.

## **Learning Assistance Resource Center (LARC) and Peer Mentoring**

[The Learning Assistance Resource Center](#) (LARC) is located in Room 600 in the Student Services Center. It is designed to assist students in the development of their full academic potential and to motivate them to become self-directed learners. The center provides skills assessment, individual or group tutorials, subject advising, learning assistance, summer academic preparation and basic skills development. [The Peer Mentor Center](#) is located on the 1st floor of Clark Hall in the Academic Success Center. Mentors excel in helping students manage university life, from academic challenges to interpersonal struggles. Mentor services are free, no reservation required.

## **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.