

San José State University
Department of English & Comparative Literature
ENGL 109, Writing and the Young Writer, Section 01, Fall 2016

“I’m not sayin I’m gonna rule the world, or that I’m gonna change the world, but I guarantee that I will spark the brain that will change the world.”

- Tupac Shakur

“It’s like if you plant something in the concrete and if it grow and the rose petal got all kinda scratches and marks. You ain’t gonna say ‘damn, look at all the scratches and marks on the rose that grew from the concrete.’ You gonna be like “DAMN! A rose grew from the concrete?”

- Tupac Shakur

“Until the lions have the letters, the jungle will forever glorify the hunter.”

- African Proverb

Course and Contact Information

Instructor: Dr. Jennifer K. Johnson

Office Location: Faculty Offices Room 125

Telephone: (408) 924-4473

Email: Jennifer.K.Johnson@sjsu.edu

Office Hours: Monday 2:00PM-4:00PM, Tuesday 2:00PM-3:30PM, and by appointment.

Class Days/Time: Monday 4:30PM-7:15PM

Classroom: Boccardo Business Center (BBC) Room 123

Faculty Web Page and MYSJSU Messaging

Course materials such as syllabus, handouts, notes, assignment instructions, etc. can be found on [Canvas Learning Management System course login website](#) at <http://sjsu.instructure.com>. You are responsible for regularly checking with the messaging system through [MySJSU](#) at <http://my.sjsu.edu> (or other communication system as indicated by the instructor) to learn of any updates.

Course Description

This course is designed to strengthen participants’ writing skills in both creative and expository genres and to develop participants’ knowledge and skill as future teachers of writing.

Course Goals and Objectives

Students will have the opportunity to do the following:

- Reflect on and describe their own writing process
- Demonstrate collaborative communication skills through participation in the writing workshop process
- Demonstrate facility in creative composition in a variety of genres
- Investigate and apply a variety of methods of prewriting, drafting, responding, revising, editing and evaluating
- Reflect on and analyze initial field experiences in relation to course content

- Employ a variety of software applications to produce both print documents and multimedia presentations
- Recognize and use a variety of writing applications (short story, biographical, autobiographical, expository, persuasive)
- Demonstrate awareness of audience, purpose and context
- Recognize and use a variety of narrative and non-narrative organizational patterns
- Demonstrate and evaluate oral performance in a variety of forms

Student Learning Goals and Objectives: Department of English and Comparative Literature

I. Preamble: Goals

The Department of English and Comparative Literature seeks to foster the intellectual development of its majors by encouraging study of literature and writing—whether creative, technical, or other professional writing. The Department strives to make its majors familiar with a wide range of works of British, American, and World literature, including folk and popular forms; and with the nature of the canon and of canon-formation, including issues of culture, history, race, ethnicity, gender, and sexual orientation. The English major requires work in textual analysis, including study of the formal characteristics and historical background of a text, on the one hand, and study of its aesthetic and rhetorical presence—what it is as an experience—on the other. English majors should be aware also that textual analysis can be extended with profit to political, journalistic, commercial, technical, and web-based writing. English Majors should also be able to articulate the relations among culture, history, and texts—for example, ideological and political aspects of representation, economic processes of textual production, dissemination and reception, and cross-fertilization with other arts: architecture, sculpture, music, film, painting, dance, and theatre. And English majors ought to know something of the historical development of the English language and have a sense of the literature written in English from Old English to the present, including that of the Commonwealth nations, U.S. Territories, and other English-speaking populations around the world.

The study of English, Comparative Literature, and Writing proceeds best when it involves students in face-to-face exchanges a of ideas with faculty and peers, and when it makes use of the cultural resources of the broader university, through attendance of talks, panels, plays, and other performances and events. English majors use the resources of the library. English majors engage in independently-conceived projects, including the stating of a problem or issue and the steps involved in organizing, synthesizing, summarizing, and analyzing information in order to communicate conclusions effectively to a larger audience.

The Department’s long term goals for its majors include these legacies: That each person who graduates with a BA in English from SJSU will have an enduring interest in language and literature; a sense of the presence of the literary and rhetorical past; an awareness of the depth and complexity of human existence, perceived across the boundaries of time, place, culture, race, ethnicity, gender, socioeconomic class, and sexual orientation; a sense of involvement in aesthetic, cultural, and intellectual life, as well as in social and political issues; a developing understanding of the ability of great literature and language to awaken and challenge people to struggle with profound questions of human identity and values; and a personal critical perspective and sense of intellectual independence.

II. Course Learning Objectives (referenced on the course schedule below as “CLO”):

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 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.

Required Texts (may be purchased online or through the campus bookstore).

Books

Rilke, R.M. (1983). *Letters to a Young Poet*. New York, NY: Norton, W.W. & Company, Inc. ISBN: 9780393310399

Romano, T. (2000). *Blending Genre, Altering Style: Writing Multigenre Papers*. Portsmouth, NH: Heinemann. ISBN: 9780867094787

Shakur, T. (2009). *The Rose That Grew From Concrete*. New York, NY: MTV Books. ISBN: 9780671028459
Warner, M.L. & Lovell, J.H. (2014). *Teaching Writing Grades 7-12 in an Era of Assessment*. Saddle, NJ: Pearson. ISBN: 9780133136357

Other Readings

All other readings can be found on the [Canvas Learning Management System course login website](http://sjsu.instructure.com) at <http://sjsu.instructure.com>.

Other technology requirements / equipment / material

Students in need of laptops should contact ITS for rentals. These last for 30 days. However, each time the laptop turns off, your files will be erased. Please save all files on a USB drive or use a program like Google Docs to save your work to a cloud to avoid losing your work.

Library Liaisons

Toby Matoush, Toby.Matoush@sjsu.edu. Toby Matoush is the library liaison for English and Comparative Literature. The library liaison for Secondary, Elementary, and Special Education is Teresa Slobuski, Teresa.Slobuski@sjsu.edu.

Course Requirements and Assignments

Each of these assignments will evolve through several drafts, incorporating peer responses from writing workshops.

Memoir (20% of your grade)

Drawn from practices in class, you will write about a significant event from your past. Paper will be 3 to 4 pages long.

Multimodal Poetic Text (25% of your grade)

Poetry/Script/Soundtrack Writing Assignment. Drawing from course texts and activities, select one of the following multimodal poetic texts to create: five poems accompanied by a PowerPoint, Prezi, or other digital technology; three songs (including music); a short play (around five to eight pages of written text); or a short documentary (accompanied by a synopsis, a documentary review, and closed captioning). Students must submit proposals for their multimodal poetic text and receive instructor approval. Other multimedia projects working with these genres may be considered but only after meeting and receiving permission from professor. Regardless of your choice of mediums, modes, and genre, you will present your work to the course using multiple textual modes. in a PowerPoint or Prezi format (for poems)/

Multigenre Paper (25% of your grade)

This paper is based on *Blending Genre, Altering Style*. We'll discuss this further in class. The paper will be

approximately 8 pages.

Field Experience (15% of your grade)

The Field Experience Assignment has three components. Each component is worth 5% of your grade. The three components are as follows:

1. Observe at least five periods of instruction in a classroom
2. Teach a single writing lesson of about 20 minutes
3. Tutor two to three students in their writing over three conference sessions.

Final Portfolio (15% of your grade).

Additional details will be posted on Canvas and discussed in class.

Final Evaluation

Students will submit their final portfolio and give in-class presentations.

Grading Information

The assignments below specify how grades are assessed and assigned.

Memoir: 20%

Field Experience: 15%

Portfolio: 15%

Multigenre paper: 25%

Multimodal poetic text: 25%

A=90-100

B=80-89

C=70-79

D=60-69

F=below 60

The Department of English reaffirms its commitment to the differential grading scale as defined in the official SJSU catalog (“The Grading System”). Grades issued will represent a full range of student performance:

A=excellent; B=above average; C=average; D=below average; F=failure. In English Department courses, instructors will comment on and grade the quality of student writing as well as the quality of the ideas being conveyed. Student writing should be distinguished by organization, content, style, intentional and thoughtful grammar and punctuation, and use of APA formatting and style. For free APA style guidance, go to [Purdue Online Writing Lab](https://owl.english.purdue.edu/owl/section/2/10/) at: <https://owl.english.purdue.edu/owl/section/2/10/>

Late or missed work must be discussed with professor and is subject to a grade reduction for that assignment. For example, a paper that would receive an A if turned in on time may result in an A- if turned in late. Late finals will not be accepted.

Classroom Protocol

Meaningful class discussion is a crucial part of the learning experience for students and instructors. Because I expect everyone to complete the class readings and come prepared for discussion as well as anchored discussions (detailed below), we will not have reading responses. This will give more time for development of

innovative anchored discussions/lesson plans and individual writing projects around the study of writing. Preparing for class discussions will rely on students and the instructor thinking deeply about assigned texts, theories and practice—developing defensible interpretations, negotiating meanings, and drawing connections to other works, concepts, pedagogical applications, or phenomena.

Cell phone use is allowed in class for teaching and learning only.

If you are unable to be present for a class session, please email me ahead of time and check the class website for the class agenda and assignments.

University Policies

The following link contains university-wide policy information relevant to all courses, such as academic integrity, accommodations, etcetera: [Syllabus Information web page](http://www.sjsu.edu/gup/syllabusinfo/) at <http://www.sjsu.edu/gup/syllabusinfo/>

ENGL 109: Writing and the Young Writer, Fall 2016, Course Schedule

Below is a table with the weekly agenda for the semester. The schedule is subject to change with fair notice. Notification of changes will be provided via email or in class. Please make sure that your email on Canvas is your preferred email.

Course Schedule

Week	Date	Topics, Readings, Assignments, Deadlines
1	8/29/2016	<p>Writing for Full Presence (WFFP) [CLO: 3] <i>What does it mean to write and teach writing in the 21st century?</i> [CLO: 1, 2, 5] Introduction to the course and Writer’s Workshop process.</p> <p>Assignments: For the next class on September 12 have the following completed: Read:</p> <ol style="list-style-type: none"> 1. Chapters 1 and 2 in <i>Teaching Writing</i>. [CLO: 1, 2, 5] 2. Frank & Uy (2004) “Ethnography for Teacher Education” 3. Brass, J. (2015). “Reconstituting Teacher Education” <p>Watch: <i>Black Gold</i> Write:</p> <ol style="list-style-type: none"> 1. Notes on texts 2. First draft of memoir for Writers’ Workshop. Bring two copies of draft to class on September 12
2	9/5/2016	NO CLASS – LABOR DAY
3	9/12/2016	<p>DUE: First draft of Memoir (two copies) for Writers’ Workshop.</p> <p>Writing for Full Presence (WFFP) [CLO: 3] Discuss texts for this week. Writers’ Workshop</p>

Week	Date	Topics, Readings, Assignments, Deadlines
		<p>Assignments: For the next class on September 19 have the following completed: Read:</p> <ol style="list-style-type: none"> 1. <i>Teaching Writing</i> Chapter 3 2. Carver's essay. [1, 2, 3, 5] 3. Antero
4	9/19/2016	<p>Writing for Full Presence (WFFP) [CLO: 3] Discuss <i>Teaching Writing</i> Chapter 3, Antero, & Carver</p> <p>Assignments: For the next class on September 26 have the following completed:</p> <ol style="list-style-type: none"> 1. Read: <i>Teaching Writing</i> Chapter 4 & <i>Letters to a Young Poet</i> 2. Second draft of memoir due next week, September 26. Bring three copies.
5	9/26/2016	<p>DUE: Second draft of memoir (bring three copies for workshop).</p> <p>Writing for Full Presence (WFFP) [CLO: 3] Writers' Workshop Discuss <i>Teaching Writing</i> Chapter 4 Field Experience Placement Confirmed. Discuss multimodal poetic text assignment & expectations.</p> <p>Assignments: For the next class on October 3 have the following completed: Read:</p> <ol style="list-style-type: none"> 1. <i>Teaching Writing</i> Chapter 5 2. <i>The Rose that Grew from Concrete</i> 3. On Canvas are selected pages from Morrell & Andrade & Burke
6	10/3/2016	<p>Writing for Full Presence (WFFP) [CLO: 3] Discuss readings</p> <p>Assignments: For the next class on October 10 have the following completed:</p> <ol style="list-style-type: none"> 1. Final Draft of Memoir 2. Read: <i>Teaching Writing</i> Chapter 6 3. See course website for additional readings.
7	10/10/2016	<p>DUE: Final Draft of Memoir & Presentation of memoirs Discuss <i>Teaching Writing</i> Chapter 6 Writing for Full Presence (WFFP) [CLO: 3]</p> <p>Assignments: For the next class on October 17 have the following completed:</p> <ol style="list-style-type: none"> 1. Read <i>Teaching Writing</i> Chapter 7 and selected readings on Canvas. 2. Write a 1-page proposal for multimodal poetic text assignment.
8	10/17/2016	<p>DUE: Proposal for multimodal poetic text. Submit online.</p>

Week	Date	Topics, Readings, Assignments, Deadlines
		<p>Writing for Full Presence (WFFP) [CLO: 3] Discuss <i>Teaching Writing</i> Chapter 7 and Romano</p> <p>Assignments: For the next class on October 24 have the following completed:</p> <ol style="list-style-type: none"> 1. Check Canvas for readings. 2. Begin working on multimodal poetic text. Bring two copies to class on October 24.
9	10/24/2016	<p>DUE: First draft of multimodal poetic text. Bring two copies to class.</p> <p>Writing for Full Presence (WFFP) [CLO: 3] Writers Workshop</p> <p>Assignments: For the next class on October 31st see Canvas for assignment:</p>
10	10/31/2016	<p>Writing for Full Presence (WFFP) [CLO: 3]</p> <p>Assignments: For the next class on November 7 see Canvas for additional texts and finish second draft of Multimodal Poetic Text. Bring to class to workshop.</p>
11	11/7/2016	<p>DUE: Second draft of Multimodal Poetic Text</p> <p>Writing for Full Presence (WFFP) [CLO: 3] Workshop multimodal poetic texts</p> <p>Assignments: For the next class on November 14:</p> <ol style="list-style-type: none"> 1. Finish Field Experience Assignment 2. Finish Multimodal poetic text
12	11/14/2016	<p>DUE: Field Experience Assignment & Multimodal Poetic Text Final Draft & Presentation</p> <p>Writing for Full Presence (WFFP) [CLO: 3] Presentations of poetic texts</p> <p>Assignments: For the next class on November 21 start reading Romano and see Canvas for any additional texts.</p>
13	11/21/2016	<p>Writing for Full Presence (WFFP) [CLO: 3] Discuss Romano & Multigenre Paper</p> <p>Assignments: For the next class on November 28, continue reading Romano and work on first draft of Multigenre Paper. Bring three copies to class for workshop.</p>
14	11/28/2016	<p>DUE: Three copies of first draft of Multigenre Paper.</p> <p>Writing for Full Presence (WFFP) [CLO: 3]</p>

Week	Date	Topics, Readings, Assignments, Deadlines
		Continue discussing Romano. Workshop first drafts. Assignment: Second draft of Multigenre Paper for Writers' Workshop.
15	12/5/2016	DUE: Second drafts of Multigenre Paper & Portfolio Writing for Full Presence (WFFP) [CLO: 3] Workshop second drafts. Assignment: Finish portfolio and continue working on Multigenre Paper.
16	12/12/2016	DUE: Portfolio Writing for Full Presence (WFFP) [CLO: 3] Final session on Multigenre Paper
Final	12/19/2016	DUE: Final Multigenre Paper & Final Presentations Final Presentations in BBC 123, 4:30pm-7:15pm