

English 100W: Writing Workshop  
 Fall 2018  
 Professor Bonnie Cox  
 Section 04: TR 10:30-11:45, SH 411  
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**Course Description:** English 100W is an integrated writing and literature course in which students will develop advanced proficiency in college-level writing. Beyond providing repeated practice in planning and executing essays and advancing students' understanding of the genres, audiences, and purposes of college writing developed in Written Communication 1A and 1B, English 100W broadens and deepens those abilities to include mastery of the discourse specific to the field of English studies, with an emphasis on close and careful reading of literary texts.

**Library Liaison** Toby Matoush (Toby.Matoush@sjsu.edu) ; <http://libguides.sjsu.edu/english>

**Prerequisites:** A passing score on the Writing Skills Test (WST), upper-division standing (60 units), and completion of core GE.

**GE/SJSU Studies Category: Area Z:** This course must be passed with a grade of C or better as a CSU graduation requirement. 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. 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.

**Course Goals and Student Learning Objectives:** As a course that satisfies the SJSU Area Z general-education requirement and counts toward the academic majors housed in the Department of English and Comparative Literature, English 100W has two sets of Student Learning Objectives. In this course, we will engage in all phases of those reading, thinking, researching, 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. By engaging this work, students will accomplish these objectives.

**How Area Z Learning Goals Will Be Met**

GE Learning Objective (GELO)	How will this GELO be achieved?
GELO 1: Students shall be able to produce discipline-specific written work that demonstrates upper-division proficiency in: language use, grammar, and clarity of expression.	Students will participate in classroom activities that require attention to revision as well as editing strategies and standards.
GELO 2: Students shall be able to explain, analyze,	All writing assignments require students to incorporate

develop, and criticize ideas effectively, including ideas encountered in multiple readings and expressed in different forms of discourse.	their readings of literary texts. Some writing assignments require students to engage in research and argumentation: responding to other critics' readings of the texts.
GELO 3: Students shall be able to organize and develop essays and documents for both professional and general audiences.	The four different genres of literary criticism that students write this term will engage them in conversations with peers and with published critics.
GELO 4: Students shall be able to organize and develop essays and documents according to appropriate editorial and citation standards.	Students will learn to use MLA standards for organizing and citing primary and secondary sources.
GELO 5: Students shall be able to locate, organize, and synthesize information effectively to accomplish a specific purpose, and to communicate that purpose in writing.	Writing assignments are designed to introduce students to the processes of reading, research, and revision that lead to professional level critical essays in the discipline.

### How English and Comparative Literature Objectives for B.A. Will Be Met

Course Learning Objective (CLO)	How will this objective be achieved?
CLO 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	Students will read poetry analytically for half the term; they will study three longer works: an epic poem, a novel, and a play. Students will also read critical essays.
CLO 2: show familiarity with major literary works, genres, periods, and critical approaches to British, American, and World Literature	The readings for this course are drawn from World, British, and American literature.
CLO 3: write clearly, effectively, and creatively, and adjust writing style appropriately to the content, the context, and the nature of the subject	The writing assignments in this course require students to practice different kinds of literary analysis.
CLO 4: develop and carry out research projects, and locate, evaluate, organize, and incorporate information effectively	In their critical essays, students will do research on and incorporate information from outside sources into their arguments.
CLO 5: articulate the relations among culture, history, and texts	All reading and writing assignments involve cross-cultural, trans- historical, or inter-textual discourse.

### Required Texts and Materials:

- The Odyssey*, Homer (Robert Fagles translation)
- Cold Mountain*, Charles Frazier
- Richard II*, William Shakespeare
- The Captain's Deathbed and Other Essays*, Virginia Woolf
- A comprehensive handbook of English grammar, punctuation, and usage
- The MLA Handbook* (most recent paper or online version)
- A college-level (non-abridged, non-electric) American English dictionary
- Poetry Packet (provided by instructor)
- Colored pens or pencils (minimum of six colors)

**Note:** Wireless electronic devices may be used in the classroom only with **explicit** instructor permission.

**Course Requirements and Class Policies:** Students will write seven (7) essays: two in class and five out of class; class. One of the in-class essays will serve as an ungraded draft for an out-of-class essay; another will serve as the course final exam. Students will also write eighteen (18) critical responses to the assigned readings and participate in multiple in-class workshops and activities that focus on specific analytical methods and skills. Students must complete all essays and seventeen of the eighteen critical responses (a minimum total of 7200 words) in order to pass the course.

**Reading:** Assignments are to be read before the class session for which they are assigned. Close, careful reading takes time; plan accordingly. Be prepared to discuss the readings in class.

**Writing:** No assignments will be accepted via email; all written work is due at the beginning of class; and students must attend the entire class session in which written work is due in order for the written work to be considered submitted. Out-of-class essays must be typed and follow MLA manuscript and documentation guidelines. Critical responses to the assigned readings (200 words minimum each) need not be typed, but they must be legible (if I can't read it, you didn't write it); and they must demonstrate a critical engagement with the material (no summaries). No late work will be accepted unless you (1) have made arrangements with me in advance, or (2) provide written verification that circumstances completely beyond your control prevented your getting the work in on time. **Please note:** "having to work" is not completely beyond your control and is therefore not an acceptable reason for not getting work turned in on time. Pages should be stapled in the upper-left corner (no paper clips, cover pages, or folders, please!). Always title your work. Always keep a copy of everything you turn in, including your notes, drafts, and research materials.

**Attendance and Participation:** Critical reading, thinking, and writing are purposeful activities that involve a number of practical skills that must be practiced diligently to be developed and exercised regularly to be maintained. On-time class attendance and active participation in the classroom exchange of ideas and information are extremely important to the development and maintenance of those skills. If you miss class, you will always miss something important. I expect you to be interested, enthusiastic, and committed to working hard at making the written word work for you. The degree to which you do or do not come to class on time and prepared to contribute will be a 15% factor in determining your grade in this course. **Please note:** (1) you cannot contribute if you are not here; (2) your presence, in and of itself, does not constitute participation.

**Grading:** The Department of English reaffirms its commitment to the differential grading scale as defined in the official 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. 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. All student writing should be distinguished by correct grammar and punctuation, appropriate diction and syntax, and well-organized paragraphs. Plus (+) or minus (-) grades will be used in evaluating writing

assignments; such additions indicate that the work is somewhat better (+) or somewhat weaker (-) than the criteria set forth in the grading standard below.

**Written work will be evaluated according to the following criteria:**

“A” writing 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 to construct sentences distinguished by syntactic complexity and variety. Such work will be essentially free of grammatical, mechanical, and usage errors.

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

“C” writing will complete all tasks set by the assignment, but show weaknesses 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 in “B” writing.

“D” writing will neglect one of the assigned tasks and be noticeably superficial in its treatment of the assignment: too simplistic or too short. “D” writing may reveal some problems in development, with insufficient specific information to illustrate the experience or support generalizations. It will contain grammatical, mechanical, and/or usage errors that are serious and/or frequent enough to interfere substantially with the writer’s ability to communicate clearly.

“F” writing 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.

**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

**Final course grades will be determined as follows:**

Essays #1 and #2	10% each	= 20%
Essays #3 and #4	15% each	= 30%
Essays #5 and #6	10% each	= 20%
Critical Responses	15% total	= 15%
Participation	15%	= 15%

**There is no such thing as “extra credit.”**

**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/>

### English 100W: Fall 2018 Schedule and Assignments

This schedule may be changed at the discretion of the instructor. Any such changes will be announced in class. Assigned Readings are to be completed before the class period designated. Unless otherwise indicated, assigned poems come from the instructor-provided poetry packet.

Week 1		
T	8/21	Course Introduction and Overview
TR	8/23	Close Reading Basics: Form as Content
Week 2		
T	8/28	Woolf, "Reading"; <b>CR #1 due</b>
TR	8/30	Woolf, "Mr. Bennet and Mrs. Brown," "Walter Raleigh," "The Cinema"; <b>CR #2 due</b>
Week 3		
T	9/4M	<i>Odyssey</i> , books 1-4; <b>CR # 3 due</b>
TR	9/6	<i>Odyssey</i> , books 5-8; <b>CR #4 due</b>
Week 4		
T	9/11	<i>Odyssey</i> , books 9-12; <b>CR # 5 due</b>
TR	9/13	<i>Odyssey</i> , books 13-20; <b>CR #6 due ]</b>
Week 5		
T	9/18	<i>Odyssey</i> , books 21-24; <b>CR #7 due</b>
TR	9/20	"Ulysses," Tennyson; "Curiosity," Reid <b>Out-of-class Essay # 1 Assigned</b>
Week 6		
T	9/25	<b>Out-of-class Essay #1 due;</b> Introduction to <i>Cold Mountain</i>
TR	9/27	<i>Cold Mountain</i> , 1-91; <b>CR # 8 due</b>
Week 7		
T	10/2	<i>Cold Mountain</i> , 92-203; <b>CR # 9 due</b>
TR	10/4	<i>Cold Mountain</i> , 204-297; <b>CR # 10 due</b>
Week 8		
T	10/9	<i>Cold Mountain</i> , 298-390; <b>CR # 11 due</b>
TR	10/11	<i>Cold Mountain</i> , 391-449; <b>CR # 12 due</b> <b>Out-of-class Essay # 2 Assigned</b>
Week 9		
T	10/16	<b>Out-of-class Essay # 2 Due;</b> Introduction to <i>Richard II</i>
TR	10/18	<i>Richard II</i> , Acts I and II; <b>CR # 13 due</b>
Week 10		
T	10/23	<i>Richard II</i> , Acts III, IV, and V; <b>CR # 14 due</b>
TR	10/25	Workshop: <i>Richard II</i> ; Bring Explication Section from Poetry Packet <b>Out-of-class Essay # 3 Assigned</b>
Week 11		
T	10/30	Workshop: "Curiosity," Ferlinghetti; "Introduction to Poetry," Collins; "Tell all the Truth," "Blackberry Eating," Kinnell; <b>Out-of-class Essay #4 Assigned</b> <b>Out-of-class Essay #3 due</b>
TR	11/1	Workshop: "In White" and "Design," Frost; "The Long Love," Lily; "Love That Doth Reign," Howard; <b>CR # 15 due</b>
Week 12		

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T	11/6	Workshop: “Daphne,” Lily; “My Mistress’ Eyes,” Shakespeare; “England in 1819,” Shelly <b>CR # 16 due</b>
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TR	11/8	In-Class Explication: <b>Bring Exam Booklet</b> <b>Out-of-class Essay # 5 Assigned</b>
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Week 13

T	11/13	Workshop: “Garden of Love,” “London,” Blake; <b>CR # 17 due</b>
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TR	11/15	Workshop: “To a Daughter,” Pastan; “The Red Hat,” Hadas; “Offspring,” Madgett <b>Out-of-class Essay #5 due</b>
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Week 14

T	11/20	Workshop: “Sonnet,” Poe; “When I Heard,” Whitman; <b>CR # 18 due</b>
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TR	11/22	Thanksgiving Holiday: No Class
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Week 15

T	11/27	Workshop: “Cambridge ladies,” “since feeling is first,” Cummings
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TR	11/29	Workshop: “Harlem,” Hughes; “We Real Cool,” Brooks; “We Old Dudes,” Murray
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Week 16

T	12/4	Workshop: “Modern Love,” Meredith; “Marks,” Pastan <b>Out-of-class Essay # 4 due</b>
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TR	12/6	“The Satire of the Bards,” Taliesin; Last Things
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Final Exam: Wednesday, 12/12, 9:45-12:00  
Bring Exam Booklet

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