

San José State University: Department of English and Comparative Literature
ENGL 100W: Writing Workshop
Section 3, Spring Semester, 2019

Course and Contact Information

Course Code:	24696
Instructor:	Allison Johnson
Office Location:	FO 105
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Office Hours:	T R 3:00 PM – 4:00 PM,
Class Days/Time:	T R 4:30PM - 5:45PM
Classroom:	Sweeney 348
Prerequisites:	A3 or equivalent second semester composition course Completion of core GE, satisfaction of Writing Skills Test and upper division standing.

Course Format

Seminar.

Course Description

We will work collectively to improve your critical reading and writing skills. By closely examining texts and participating in class discussions, you will engage in the literary study of multiple genres, including poetry, drama, and fiction. We will focus on how writers respond to and depict war, and how issues of race and ethnicity influence and pervade literary productions. How do we create meaning out of violence, suffering, and loss? Why is it important to write, read, and remember? Writing is an uphill battle, and this class will provide you with multiple opportunities to work on and refine your composition skills.

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 (3 hours per unit per week) for instruction or preparation/studying or course related activities. Because this is a 4-unit course, students can expect to spend a minimum of twelve hours per week preparing for and attending classes and completing course assignments.

GE Learning Objectives:

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

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, develop, and criticize ideas effectively, including ideas encountered in multiple readings and expressed in different forms of discourse. [All writing assignments require students to incorporate their readings of literary texts.]

GELO 3: Students shall be able to organize and develop essays and documents for both professional and general audiences. [All writing assignments include attention to audience and purpose.]

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 process of reading, research, and revision that leads to professional level critical essays in the discipline.]

Course Learning Objectives:

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

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 multiple literary genres, including poetry, fiction, and drama. Essays and in-class discussions require close-reading.]

CLO 2: show familiarity with major literary works, genres, periods, and critical approaches to British, American, and World Literature. [Students will read a range of genres from different time periods and traditions.]

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 [Paper #2 requires that students engage in literary research and incorporate outside sources.]

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/Readings (Required)

Charles Chesnutt, *The Marrow of Tradition*
Ernest Hemingway, *The Sun Also Rises*
William Shakespeare, *Othello*
Art Spiegelman, *Complete Maus* (parts I and II)

Other Readings:

All other readings are available on the course website.

Course Requirements and Assignments

Explication #1 (due 2/8) 5%
Explication #2 (due 2/22) 5%
In-class essay (3/14) 10%
Revision of In-class essay (due 3/22) 15%
Paper #1 (3-4 pgs) (due 4/12) 10%
Paper #2 (4-5 pgs) (due 4/26) 15%
Revision of #1 or #2 (due 5/14) 20%
Participation & Quizzes 20%

See Appendix A: Grading Policy for further information

Paper Regulations: Write your papers in double-spaced 12pt. Times New Roman font, and format them according to MLA guidelines. The OWL site produced by Purdue (<http://owl.english.purdue.edu/owl/resource/557/01/>) provides good examples of MLA citations. Late papers will be marked down 1/3 letter grade per day (including weekends).

Participation: Every student will come to class prepared for a critical discussion. **Every student will read all of the assigned readings**, come to every class meeting, engage with the texts and participate in the discussion, offer interpretations, ask and answer questions, and be respectful to other students. Please email me if you are unable to attend. Detrimental and disruptive behavior (i.e., text-messaging, instant-messaging, snapchatting) will result in the loss of participation credit. **There will be 8 pop quizzes on the reading throughout the semester. You cannot make them up.**

Office Hours and Email Policies: I encourage you to meet with me in my office to receive further assistance on assignments and papers, and ask me questions. You can email me if you are unable to come to the office.

Plagiarism Policy:

If you plagiarize, you will receive an automatic 0 grade. Please make sure you cite your sources using proper MLA format! See Appendix B: Academic Honesty.

Week 1:

1/24 – Thursday

Introduction

William Shakespeare, Sonnets 8 and 46

Week 2:

1/29 – Tuesday

Wilfred Owen, “Dulce et Decorum Est,” “Anthem for Doomed Youth”

Rupert Brooke, “The Soldier”

Siegfried Sassoon, “Dreamers”

1/31 – Thursday

Claude McKay “America,” “If We Must Die,” “America,” “Enslaved”

Leslie Pinckney Hill, “Tuskegee”

Week 3:

2/5 – Tuesday

Walt Whitman, “Beat! Beat! Drums!,” “Calvary Crossing a Ford,” “The Wound-Dresser”

Sarah M.B. Piatt, “Giving Back the Flower,” “Hearing the Battle”

Emily Dickinson, “They dropped like Flakes,” “Success is counted sweetest,” “There’s a certain Slant of light”

2/7 – Thursday

Robert Lowell, “For the Union Dead”

Allen Tate, “For the Confederate Dead”

Paul Laurence Dunbar, “Robert Gould Shaw”

2/8 – Friday

Explication #1 due

Week 4:

2/12 – Tuesday

Frances E.W. Harper, “The Slave Mother,” “Ethiopia”

Langston Hughes, “The Negro Speaks of Rivers,” “I, Too,” “Theme for English B”

2/14 – Thursday

Gwendolyn Brooks, “We Real Cool,” “The Last Quatrain of the Ballad of Emmett Till,” “the sonnet-ballad”

Week 5:

2/19 – Tuesday

Charles Chesnutt, *The Marrow of Tradition*

2/21 – Thursday

Charles Chesnutt, *The Marrow of Tradition*

2/22 – Friday
Explication #2 due

Week 6:
2/26 – Tuesday
Charles Chesnutt, *The Marrow of Tradition*

2/28 – Thursday
Alice Walker, “Everyday Use”

Week 7:
3/5 – Tuesday
James Joyce, “Araby”

3/7 – Thursday
Kate Chopin, “Désirée’s Baby”

Week 8:
3/12 – Tuesday
Ambrose Bierce, “An Occurrence at Owl Creek Bridge”

3/14 – Thursday
In-class essay

Week 9:
3/19 – Tuesday
Revision workshop

3/21 – Thursday
Peer-review

3/22 – Friday
Revision of In-class essay due

Week 10:
3/26 – Tuesday
Ernest Hemingway, *The Sun Also Rises*

3/28 – Thursday
Ernest Hemingway, *The Sun Also Rises*

Week 11: SPRING BREAK!!!

Week 12:

4/9 – Tuesday

Art Spiegelman, *Maus* (part 1)

4/11 – Thursday

Art Spiegelman, *Maus* (part 2)

4/12 – Friday

Paper #1 due

Week 13:

4/16 – Tuesday

Maus

4/18 – Thursday

Finding and assessing outside sources

Week 14:

4/23 – Tuesday

Peer review

4/25 – Thursday

Othello

4/26 – Friday

Paper #2 due

Week 15:

4/30 – Tuesday

Othello

11/29 – Thursday

Othello

Week 16:

5/7 – Tuesday

Revision workshop

5/9 – Thursday

Revision workshop

5/14 – Tuesday

Revision due

Appendix A: Grading Policy

The following statement has been adopted by the Department of English for inclusion in all syllabi: *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. 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.*

In written assignments for English 60, this scale is based on the following criteria:

A [90-92=A-, 93-96=A, 97-100=A+] = Excellent: The "A" essay is articulate and well developed with fluid transitions and a clear and persuasive use of evidence, which is drawn from the literary text itself, lecture materials (when appropriate), and research materials. An "A" essay contains a fresh insight that teaches the reader something new about the subject matter.

B [80-82=B-, 83-86=B, 87-89=B+] Above average: The "B" essay demonstrates a good understanding of its subject, a clear and persuasive use of evidence, a certain level of ease of expression, and solid organization. However, it usually lacks the level of originality and creativity that characterizes the insight found in an "A" essay.

C [70-72=C-, 73-76=C, 77-79=C+] = Average: The "C" essay makes a good attempt at all the assignment's requirements. It has a reasonable understanding of its subject matter but its ideas are frequently simplistic or over-generalized. The writing style is also more bland and repetitive than the style shown by "A" and "B" essays and it often contains flaws in grammar, punctuation, spelling and/or word choice. It may also use textual evidence out of context.

D [60-62=D-, 63-66=D, 67-69=D+] = Below average: The "D" essay is poorly organized and generally unclear. It has inappropriate or inadequate examples, is noticeably superficial or simplistic, and/or contains some serious mechanical and grammatical problems. A "D" essay may also reveal some misunderstanding of the assignment requirements.

F = Failure: An "F" essay has not addressed the requirements of the assignment and is unacceptable work in terms of both form and content.

Appendix B: Academic Honesty

“San José State University defines cheating as the act of obtaining credit, attempting to obtain credit, or assisting others to obtain credit for academic work through the use of any dishonest, deceptive, or fraudulent means.”

“San José State University defines plagiarism as the act of representing the work of another as one’s own without giving appropriate credit, regardless of how that work was obtained, and submitting it to fulfill academic requirements.”

For full definition, see <http://www.sjsu.edu/senate/docs/F15-7.pdf>

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/>