

San José State University
Dept of English and Comparative English
100W, Section 1, Spring 2020

Course and Contact Information

Instructor:	Dr. Kathleen McSharry
Office Location:	Faculty Office Building 217
Telephone:	(408) 924-4495
Email:	kathleen.mcsharry@sjsu.edu
Office Hours:	M 11 am-noon, T 3-4 pm, or by appointment
Class Days/Time:	M/W 3-4:15 pm
Classroom:	Sweeney Hall 348
Prerequisites:	A passing score on the WST, upper-division standing (60 units) and completion of CORE GE
GE/SJSU Studies Category:	Area Z: This course must be passed with a C or better as a CSU graduation requirement.

Canvas and MYSJSU Messaging: All course materials (syllabus, handouts, notes, assignment instructions, etc.) will be posted on the course website in Canvas, SJSU's learning management system. Students are responsible for checking Canvas regularly to stay apprised of course assignments and due dates, updates to the course syllabus, and messages from the instructor.

Course Description: English 100W is an integrated writing and literature course in which students develop advanced proficiency in college-level reading and writing. It broadens and deepens students' understanding of the genres, audiences, and purposes of college writing developed in Written Communication 1A and 1B while developing mastery of the discourse and methods specific to the field of English literary studies. The course provides students with 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.

Course Goals and Student Learning Objectives: ENGL 100W is a required course for all SJSU English majors and satisfies SJSU's Area Z: Written Communication II general education requirement. As such, it has two sets of Student Learning Objectives detailed below. Generally speaking, we will engage in all phases of those reading, thinking, researching, and writing processes that produce clear and purposeful critical essays of literary analysis. Ultimately, students will demonstrate an understanding of literary forms and purposes while illuminating for others how literature contains and conveys its effects and meanings.

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.	Classroom activities include drafting and revising of papers that conform to standards of written English in the discipline.
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 assignments require students to analyze literary texts using the methods and discourse of the discipline. Writing assignments require students to engage in argumentation by 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 three different genres that students will read and write about this term will engage them in conversations with peers and other 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 current MLA standards for 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 introduce students to the fundamental components of reading and writing in the discipline: processes of close reading, analysis and argumentation, peer review, and revision.

How Student Learning Objectives for the B.A. in English Will Be Met

Department Learning Goal	How will this goal be achieved?
• 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 of the term and will study two longer works, a novel and a play.
• show familiarity with major literary works, genres, periods, and critical approaches to British, American, and World Literature	Course readings are drawn primarily from 20 th century American literature.
• write clearly, effectively, and creatively, and adjust writing style appropriately to the content, the context, and the nature of the subject	Students will develop facility with the common components of literary analysis as well as the standards of written English.
• develop and carry out research projects, and locate, evaluate, organize, and incorporate information effectively	Students will research and incorporate information from outside sources into their arguments.
• articulate the relations among culture, history, and texts	All assignments involve cross-cultural, trans-historical, and/or inter-textual discourse.

Required Texts/Readings: available at Spartan Stores and online vendors

- *The Things They Carried*. Tim O'Brien.
- *Fences*. August Wilson.

These texts will be supplemented with short stories and poems published on various open access websites. All supplemental readings will be housed in the Canvas course site.

Other Required Materials

Because this class employs a process-based approach to analyzing literature and developing paper topics, students need to keep their work in some kind of a binder and to bring each unit's work to every class meeting.

- 8.5" x 11" writing paper
 - Loose-leaf or a bound journal is fine.
 - writing paper and a pen or pencil to every class meeting.
- Writing implements
 - Blue or black pen for in-class writing assignments
 - Pencils are useful for marking text
- Four paper portfolios
 - These will hold writing assignments for each of the course's four units.

Policy on electronic devices in class

Students are encouraged to bring laptops to class to complete in-class writing assignments and to view assignments in Canvas. Any other use of a laptop, or of any other electronic device, in class is strictly prohibited.

Library Liaison

Professor Peggy Cabrera
Peggy.Cabrera@sjsu.edu
(408) 808-2034

Help with Writing

All students are encouraged to make use of SJSU's Writing Center, which employs undergraduate students who have been trained to help students improve their writing. Peer tutors in the Writing Center can help with any stage of the writing process, from brainstorming to drafting, revising, and finishing formal paper assignments.

Policy on late work

Except in cases of documented need (e.g. health, legal, family emergency), late work will not be accepted. Exceptions will be made at the discretion of the instructor and only when compelling documentation is provided by the student. Extra credit is not an option in this course.

University Policies

University policies relevant to all courses, such as academic integrity and accommodations, are available on the website of the Office of Graduate and Undergraduate Programs at <http://www.sjsu.edu/gup/syllabusinfo/>.

Course Requirements and Assignments

Course assignments include all reading assignments, papers in various stages of drafting and revising, and ancillary steps in each assignment, as well as active and regular participation in class. Unless otherwise indicated, assignments must be submitted in person at the beginning of the class meeting on the day they are due.

Formal writing assignments

Students will write **four** papers outside of class (1500 words each, excluding preliminary assignments). Classroom activities and homework assignments are designed to create strong foundations for each of these assignments. Peer review workshops are an essential aspect of the writing process; as such, all four papers must have been peer reviewed by students in our class. The four formal assignments themselves must be typed in Word according to current Modern Language Association standards for format and parenthetical documentation.

Participation Expectations

Our class constitutes a community of readers and writers who work together to develop their understanding of literature and to produce coherent and compelling papers of literary analysis. At least once a week, students will complete written assignments in class that they will hand in with the corresponding formal paper. Students will also read one another's writing in class and provide give constructive, written feedback to their peers. **In-class assignments cannot be made up.**

Students are expected to be in the classroom and ready to contribute at 3:00 pm for every class meeting. Regular, timely attendance, along with a clear engagement with the learning opportunities in class, contributes to a positive environment for everyone's learning.

Your class participation will be assessed as follows:

- A : Regular, helpful questions and comments that demonstrate full preparation for class meetings. Active, positive participation in all classroom discussions and activities. Conformity to all course policies as stated in this syllabus.
- B: Occasional, pertinent questions and responses; good listening. Conformity to all course policies as stated in this syllabus.
- C: Infrequent, tangential questions or comments; attentive. Conformity to all course policies as stated in this syllabus.
- D: Inconsistent conformity to policies stated in this syllabus; disengaged from discussion; not prepared for class.
- F: Regularly absent, physically or mentally; failure to contribute meaningfully to the classroom's learning community; repeated violations of classroom policies.

Students are STRONGLY ENCOURAGED to review the course calendar in light of their other commitments. The instructor will determine on a case-by-case basis whether or not an out-of-class commitment merits special consideration.

Course Grade Distribution

This course is divided into three units plus a final paper.

Units 1, 2, and 3 constitute 30% each of the final course grade, for a total of 90%.

The final paper assignment constitutes 10% of the final course grade.

Each unit grade is determined as follows:

- Class participation 15%
 - includes active participation in class discussion and group activities
- Homework and preparatory exercises 25%
 - includes homework assignments and in-class writing assignments
- Paper assignments 60%
 - includes all drafts, feedbacks, and revisions of formal paper assignments

Grading Standards for Papers

English 100W is an A-F course that conforms to the grading scale defined in the University's official Catalog. In addition to the standard grades of A, B, C, etc., plus (+) and minus (-) grades will be used in evaluating assignments. Work that is assigned a + or – along with a letter grade is somewhat better or weaker than the stated criteria for each grade level.

The standards of achievement described below give a general idea of the criteria applied when assessing students' written work. Detailed rubrics for papers will be provided in class.

- The "A" essay will engage in close readings of literary texts. The essay will be well organized and well developed, demonstrating a clear understanding and fulfillment of the assignment. It will contain original ideas expressed in sentences distinguished by syntactic complexity and variety. Such essays will follow Modern Language Association formatting guidelines and 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 weakness 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 weaknesses in fundamentals, usually development, with barely enough specific information to illustrate or support claims. 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. The essay may reveal problems in development, with insufficient specific information to illustrate or support claims. 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.
- 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.

English 100W Spring 2020 Schedule of Classes and Assignments

This schedule may be changed at the discretion of the instructor. Any changes will be announced at least one week in advance and will be noted in our Canvas course site. Students should bring physical copies of the assigned books to class. Unless otherwise indicated, poems and shorts stories will be posted on the Canvas course site.

Week	Date	Topics, Readings, Assignments, Deadlines
1	Jan 27	<p>Introductions Forms of address What is close reading?</p> <ul style="list-style-type: none"> • Wendell Berry, “Where the Wild Things Are” <p>Homework for next class meeting:</p> <ul style="list-style-type: none"> • Print out and read course syllabus. • Print out and read Poetry Packet #1.
1	Jan 29	<p>Syllabus overview Reading poetry</p> <ul style="list-style-type: none"> • Your favorite poems • Start reasons why list • Start key terms list • Philip Larkin, “The Trees” <p>Homework for next class meeting:</p> <ul style="list-style-type: none"> • Close reading exercise #1
2	Feb 3	<p>Workshop on analyzing poetry Homework for next class meeting:</p> <ul style="list-style-type: none"> • Formal analysis of chosen poem
2	Feb 5	<p>Peer reading and responding</p> <ul style="list-style-type: none"> • What is peer review? • Standards for reading and responding to others’ work <p>Homework for next class meeting:</p> <ul style="list-style-type: none"> • Print out and read Poetry Packet #2
3	Feb 10	<p>Given Forms: Sonnets, Sestinas, and Villanelles</p> <ul style="list-style-type: none"> • Why write in a given form? • Shakespeare, Sonnet 16 <p>Homework for next class meeting:</p> <ul style="list-style-type: none"> • Poem scansion and analysis
3	Feb 12	<p>Paper #1 assigned</p> <ul style="list-style-type: none"> • Choosing a poem • Reasons why • Key terms <p>Schedule individual appointments with Professor McSharry</p>

Week	Date	Topics, Readings, Assignments, Deadlines
4	Feb 17	Individual conferences with Professor McSharry Homework for next class meeting: <ul style="list-style-type: none"> · First draft of Paper #1
4	Feb 19	Complete first draft of paper #1 due in class at 3 pm. Writing workshop
5	Feb 24	Final draft of Paper #1 due, along with all Unit 1 writing assignments at the beginning of class Short lecture: Inter-racial relations in post World II American literature Homework for next class meeting: <ul style="list-style-type: none"> · Print out and read Elements of Fiction · Print out and read "A Good Man is Hard to Find"
5	Feb 26	How to read a story <ul style="list-style-type: none"> · Analyze structure of "A Good Man is Hard to Find" Homework for next class meeting: <ul style="list-style-type: none"> · Print out and read "Sonny's Blues" · Focus on setting, visual imagery, characters' actions and interests, secondary characters, and music
6	Mar 2	Writing workshop. Please bring laptop to class if you have one <ul style="list-style-type: none"> · Historical and cultural contexts in "Sonny's Blues" · Musical references in "Sonny's Blues" Homework for next class meeting: <ul style="list-style-type: none"> · Read O'Brien pp. 1-36
6	Mar 4	Workshop Tim O'Brien <ul style="list-style-type: none"> · What things suggest about character · Complete character grid in groups Paper #2 assigned Homework for next class meeting: <ul style="list-style-type: none"> · Read O'Brien pp. 37-112
7	Mar 9	Workshop Tim O'Brien <ul style="list-style-type: none"> · Close reading of "On the Rainy River" · Selecting paper topics Homework for next class meeting: <ul style="list-style-type: none"> · Read O'Brien pp. 113-154
7	Mar 11	Writing workshop: bring laptop to class (if you have one) <ul style="list-style-type: none"> · Close reading of key passage Homework for next class meeting: <ul style="list-style-type: none"> · Read O'Brien pp. 155-233
8	Mar 16	Writing Workshop: bring laptop to class (if you have one) <ul style="list-style-type: none"> · Generating a draft Homework for next class meeting: <ul style="list-style-type: none"> · Complete first draft paper #2

Week	Date	Topics, Readings, Assignments, Deadlines
8	Mar 18	<p>Complete first draft of paper #2 due in class at 3 pm.</p> <ul style="list-style-type: none"> · Writing workshop <p>Homework for next class meeting:</p> <ul style="list-style-type: none"> · We will not meet as a full class on Mar 23. Students are encouraged to bring copies of their draft papers to Professor McSharry's extended office hours on that day.
9	Mar 23	<p>Individual meetings with Professor McSharry in FOB 217</p> <ul style="list-style-type: none"> · Bring printed copy of current draft <p>Homework for next class meeting:</p> <ul style="list-style-type: none"> · Complete final paper #2 and Unit 2 Portfolio
9	Mar 25	<p>Portfolio #2 due in class at 3 pm.</p> <ul style="list-style-type: none"> · Submit all drafts of paper, along with all in-class exercises and Unit 1 final paper and assessment sheet
	Mar 30- Apr 3	SPRING BREAK!
10	Apr 6	<p>Please be sure to bring your PAPER COPY of <i>Fences</i> to class. No reading of this play online is allowed because we need to literally be on the same page when analyzing the play.</p> <p>Setting the stage for August Wilson's <i>Fences</i></p> <ul style="list-style-type: none"> · Focus on setting and stage directions <p>Homework for next class meeting:</p> <ul style="list-style-type: none"> · Act 1 Scenes 1-2
10	Apr 8	<p>Wilson: focus on character and setting</p> <p>Homework for next class meeting:</p> <ul style="list-style-type: none"> · Act 1 Scenes 3-4
11	Apr 13	<p>Paper #3 assigned</p> <p>Wilson: focus on dramatic conflict</p> <ul style="list-style-type: none"> · Staging as interpretation <p>Homework for next class meeting:</p> <ul style="list-style-type: none"> · Wilson, Act 2, Scenes 1-2
11	Apr 15	<p>Wilson: focus on dramatic structure</p> <p>Homework for next class meeting:</p> <ul style="list-style-type: none"> · Wilson, Act 2, Scenes 3-5 · 500-word narrative on character, motif, or theme in the play
12	Apr 20	<p>Writing workshop</p> <p>Homework for next class meeting:</p> <ul style="list-style-type: none"> · First complete draft Paper #3
12	Apr 22	<p>Writing workshop</p> <p>Homework for next class meeting:</p> <ul style="list-style-type: none"> · We will not meet as a full class on Apr 27. Students are encouraged to bring copies of their draft papers to Professor McSharry's extended office hours on that day.

Week	Date	Topics, Readings, Assignments, Deadlines
13	Apr 27	Drop-in meetings with Professor McSharry FOB 217 3-5 pm
13	Apr 29	Final draft of paper #3, along with all drafts, written peer review, and written exercises for Unit 3, due at beginning of class. Please also include Unit 1 and 2 papers along with assessment sheets completed by Professor McSharry. Brainstorm for final paper <ul style="list-style-type: none"> · Reflecting and generating Homework for next class meeting: <ul style="list-style-type: none"> · Reflect on your experience in 100W. No writing required!
14	May 4	Final paper assigned. Reflection Workshop. Bring your laptop to class (if you have one) <ul style="list-style-type: none"> · What have you experienced as a reader and writer in this course? Homework for next class meeting: <ul style="list-style-type: none"> · 500-word reflection for final paper
14	May 6	Course evaluations. Bring your laptop to class (if you have one) Writing workshop. Bring your laptop to class (if you have one) Homework for next class meeting: <ul style="list-style-type: none"> · Written reviews of Unit 1 and 2 portfolios
15	May 11	Unit 3 portfolios returned. Writing workshop <ul style="list-style-type: none"> · Sample final paper from a former student · Written reviews of Unit 3 portfolios Bring your laptop to class (if you have one)

Final portfolio due in FOB 217 no later than 2:30 p.m. on May 13.

Because this course follows a writing workshop format, we will not meet for a sit-down final exam. Instead, students' final portfolios will be due by the end of the scheduled exam period set by the Registrar.

As of Jan 14, 2020, the final exam time for Spring 2020 MW courses that meet at 3 pm is Wed, May 13, from 12:15 to 2:30 pm. If the final exam date/time for our class is changed by the Registrar (as sometimes happens because of university scheduling conflicts), the deadline for submission of final portfolios will shift accordingly.