

Writing Workshop Section 80

ENGL 100W

Spring 2023 4 Unit(s) 01/25/2023 to 05/15/2023 Modified 01/23/2023

Contact Information

Instructor(s):	Dr. Rebecca Kling
Email:	rebecca.kling@sjsu.edu
	<p>Wednesdays 10:30-11:30 AM via Zoom, and by appointment</p> <p>Join from PC, Mac, Linux, iOS or Android: https://sjsu.zoom.us/j/86137373988? pwd=STBtdWJN2hodi9XZDhhOUtyUEY4dz09 Password: 531895</p>
Class Days/Time:	<p>Class Days/Time:</p> <p>T/Th 9:00-10:15</p> <p>Synchronous (live) classes on Tuesdays</p> <p>Mixture of synchronous and asynchronous activities (i.e. virtual peer reviews and discussion posts) on Thursdays. See calendar.</p> <p>Zoom link for all class meetings:</p> <p>Join from PC, Mac, Linux, iOS or Android: https://sjsu.zoom.us/j/5518855583? pwd=dUxaeVppMmwzR3dMQ2NYREhIZXpSdz09 Password: 183282</p>
Prerequisites:	A3 or equivalent second semester composition course (with a grade of C- or better); Completion of core GE, satisfaction of Writing Skills Test and upper division standing. Notes: Required of all English majors before they achieve senior standing. Must be passed with C or better to satisfy the CSU Graduation Writing Assessment requirement (GWAR).
GE/SJSU Studies Category:	Area Z

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 English 1A, English 100W broadens and deepens those abilities to include mastery of the discourse specific to the field of literature studies, with an emphasis on close and careful reading of literary texts. Students will develop the ability to read, analyze, and interpret literary texts intellectually, and to respond to them critically both orally and in writing; advanced proficiency in both traditional and contemporary research strategies and methodologies necessary for writing research-informed papers that communicate complex ideas effectively and appropriately to both general and specialized audiences; a rhetorically sophisticated writing style appropriate to upper-division university discourse; and mastery of the mechanics of writing.

This section focuses on the theme of nature and the environment, asking the central question of what role literature can play in addressing environmental issues and the dilemma of climate change. We will consider the ecological crisis as a narrative crisis and interrogate the role that literature plays in reshaping narratives, both fictional and nonfictional. We will begin the semester focusing on close reading through selected poetry before moving into thematic analysis through one of the plays of William Shakespeare, and finally ending with a unit on research methods and strategies in conjunction with Richard Powers' recent novel, *The Overstory*. We will also be exploring shorter nonfiction works in conjunction with these texts, as well as selections from SJSU's Campus Reading, *All We Can Save*.

Letter Graded

Course Description and Requisites

Integrated writing and literature course to develop advanced proficiency in college-level reading and writing that broadens and deepens understanding of forms and genres, audiences, and purposes of college writing developed in lower-division composition courses while developing mastery of the discourse and methods specific to the field of English literary studies. 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.

Writing in the Disciplines: Satisfies the CSU Graduation Writing Assessment Requirement (GWAR) if passed with C or better.

Prerequisite(s): A3 or equivalent second semester composition course (with a grade of C- or better); completion of core GE; satisfaction of Writing Skills Test or completion of ENGL 100A or LLD 100A with C or better; and upper division standing. Allowed Declared Majors: Declared Majors: English majors (including Graduate or Postbaccalaureate level). Other College of Humanities & Arts majors must ask for department consent.

Letter Graded

* Classroom Protocols

Late Work: Unless arrangements have been made well ahead of time (at least 2 days prior to due date), late work will be penalized by a grade reduction of 10% per day and will not be accepted after a week.

Attendance: Your success in this class will largely be dependent on your attendance and active participation in our zoom lectures and discussions, as well as your keeping closely up to date with our reading schedule. Staying on top of lecture and reading material will result in a better understanding of the material, which will translate into higher grades on assignments and quizzes. Please plan accordingly and develop a schedule to manage the variety of assignments for this course, including readings, blog posts, and written assignments like papers, close readings, and research summaries.

Scholastic Honesty: Turning in work that is not your own, or any other form of scholastic dishonesty, will result in a major course penalty, possibly failure of the course. This standard applies to all drafts and assignments, and a report of the incident will be submitted to the appropriate Dean's office on campus.

Program Information

Writing in the Disciplines (WID) courses develop students' abilities to communicate effectively in their major course of study and in their careers. With an emphasis on critical thinking, these upper-division core courses advance students' understanding of the genres, audiences, and purposes of college writing while preparing them for successful communication in their chosen professions. Completing Writing in the Disciplines with a C or better is an SJSU graduation requirement.

Writing in the Disciplines Learning Outcomes Upon successful completion of a Writing in the Disciplines course, students should be able to:

1. explain, analyze, develop, and critique ideas effectively, including ideas encountered in multiple readings and expressed in different forms of discourse;
2. organize and develop complete discipline-specific texts and other documents for both professional and general audiences, using appropriate editorial and citation standards; and
3. locate, organize, and synthesize information effectively to accomplish a specific purpose, and to communicate that purpose in writing;
4. produce discipline-specific written work that demonstrates upper-division proficiency in language use, grammar, and clarity of expression.

Writing Practice: Students will write a minimum of 8000 words, at least 4000 of which must be in revised final draft form.

Course Goals

Course Goals

GE Learning Outcomes (GELO) Area Z Student Learning Objectives/General Education Learning Outcomes:

1. The GE writing requirement will be met in this class by means of short writing assignments including close readings, research summaries, and weekly blog posts, as well as a series of 3 longer written assignments with an aggregate word count of 8,000+ words, as follows:

Short writing assignments

- In-class diagnostic essay (Week 1)
- Commonplace Book Posts: 300 words/week
- Close Reading Exercises
- Annotated Bibliography

Extended writing assignments:

Paper 1: Textual Analysis 850-1000 words

Paper 2: Thematic Analysis 1000-1250 words

Paper 3: Research Paper 2,000-2200 words

1. The General Education Learning Outcomes for this course and the coursework that link to those outcomes are described below:

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.	Essays (1-3)
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.	Class discussions, discussion posts, close reading exercises, Final Paper prospectus, Paper Outlines, Essays (1-3)
GELO 3: Students shall be able to organize and develop essays and documents for both professional and general audiences.	Discussion posts, close reading exercises, Paper Outlines, Final Paper prospectus, Essays (1-3)
GELO 4: Students shall be able to organize and develop essays and documents according to appropriate editorial and citation standards.	Research summaries, Essays (1-3)
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.	Research summaries, Final Paper prospectus, Essays (2-3)

Course Learning Outcomes (CLOs)

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

- 1) The ability to analyze, contextualize, and critically respond to the content, structure, and style of literary texts through close reading.
- 2) Use interdisciplinary research to explicate the meaning of texts, especially through their relationship to their social, political, and historical moment.
- 3) Develop rhetorically sophisticated writing out of critical reading, as appropriate to upper-division university discourse.
- 4) Knowledge and understanding of postcolonial society through literature and how literary expression has developed in historical, geographical, cultural, political, international, and global contexts.

Course Materials

Required Texts/Readings

Textbooks

The Overstory, Richard Powers ISBN 978-0393356687

The Tempest, William Shakespeare ISBN 978-0393265422

Other Readings on Canvas

Recommended: The Craft of Research, by Wayne C. Booth, Gregory G. Colomb, and Joseph M. Williams (available through SJSU library)

Library Liaison

Peggy Cabrera Email: Peggy.Cabrera@sjsu.edu Phone: 408-808-2034

✓ Grading Information

Grading Information

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. Within any of the letter grade ranges (e.g., B+/B/B-), the assignment of a + or - grade will reflect stronger (+) or weaker (-) completion of the goals of the assignment.

There will be a series of 3 essays that make up the majority of the grade for this class. **You will have the opportunity to revise one essay, but the deadline for revisions is one week from the date you receive your paper back with comments.** There will also be weekly discussion posts, and short writing assignments and reading/lecture quizzes:

Essay 1	20%	GELO 1-5, CLO 1, 3
Essay 2	20%	GELO 1-5, CLO 1, 2, 3
Essay 3 Final	25%	GELO 1-5, CLO 1, 2, 3
Discussion Posts	15%	GELO 2, 3, 5, CLO 1, 2, 3
Short writing assignments	10%	GELO 2-5, CLO 1, 2
Participation	10%	

A (93%-100%)	B- (80%-82.9%)	D+ (67%-69.9%)
A- (90%-92.9%)	C+ (77%-79.9%)	D (63%-66.9%)
B+ (87%-89.9%)	C (73%-76.9%)	D- (60%-62.9%)
B (83%-86.9%)	C- (70%-72.9%)	F (0%-59.9%)

This course must be passed with a C or better as an SJSU graduation requirement.

Per [University Policy S16-9 \(http://www.sjsu.edu/senate/docs/S16-9.pdf\)](http://www.sjsu.edu/senate/docs/S16-9.pdf), relevant university policy concerning all courses, such as student responsibilities, academic integrity, accommodations, dropping and adding, consent for recording of class, etc. and available student services (e.g. learning assistance, counseling, and other resources) are listed on [Syllabus Information web page \(https://www.sjsu.edu/curriculum/courses/syllabus-info.php\)](https://www.sjsu.edu/curriculum/courses/syllabus-info.php) (<https://www.sjsu.edu/curriculum/courses/syllabus-info.php>). Make sure to visit this page to review and be aware of these university policies and resources.

Course Schedule

Week 1:

1/26: Classes Begin

Review Canvas site, make sure you have ordered /downloaded books

Week 2:

1/31 (synchronous): Introduction & Course Overview (synchronous)

[Introductory Post](#) due 8/24 at 11:59 PM

2/2 (synchronous): [Strategies for Close-Reading Analysis & Interpretation of Poetry](#)[Links to an external site.](#) (<https://writingcenter.tamu.edu/Grads/Writing-Speaking-Guides/Alphabetical-List-of-Guides/Academic-Writing/Analysis/Analyzing-Poetry>)

In-class Free Write/Informal Assessment

[In-class poetry analysis](#) [Links to an external site.](#)

(https://docs.google.com/document/d/1qFw7laGXFSIMeX9foXPw_rMKX7cs8Qq2iDWt1LnBsx8/edit): [Robert Frost: "Design"](#)

Recommended Reading:  [Can Poetry Save the Earth excerpt.pdf](#) (<https://sjsu.instructure.com/courses/1556277/files/71169364?wrap=1>)

Week 3: Poetry & Close-Reading

2/7 (synchronous): [Selected Poems by Emily Dickinson](#);  [Sisters of the Earth Poems.pdf](#) (<https://sjsu.instructure.com/courses/1556277/files/71169362?wrap=1>)

Introduce [Paper one assignment](#)

Introduce [Discussion leader activity](#)

[Free Write/Informal Assessment](#) due 2/6 at 11:59 PM

2/9 (asynchronous): [Close-reading assignment & video tutorial on close-reading](#) due on 2/9 at 11:59 PM on Canvas

Week Four:

2/14 (synchronous): ["Credo" by Maxine Kumin](#); ["Mornings at Blackwater" by Mary Oliver](#)

Recommended reading: ["Poetry is Experiencing a New Golden Age"](#)[Links to an external site.](#) (<https://www.cnn.com/style/article/poetry-popularity-rising-gorman-kaur-vuong-cec/index.html>)

2/16 (asynchronous): ["Dead Stars" by Ada Limon](#); ["The Big Picture" by Ellen Bass](#)

[Discussion Post due](#)

Week Five:

2/21 (synchronous): Paper One in-class pre-writing

 [MLA Format & Citation Guidelines.docx \(https://sjsu.instructure.com/courses/1556277/files/71169361?wrap=1\)](https://sjsu.instructure.com/courses/1556277/files/71169361?wrap=1)

Writing tutorial: "Integrating Quotes"

[Paper One Worksheet due on 9/14 at 11:59 PM on Canvas](#)

2/23 (synchronous): Peer Review for Paper 1 ([submit here](#))

Recommended reading: "[Describe/Evaluate/Suggest Framework](#)"

[Paper 1 due 9/18 at 11:59 PM](#)

Week Six:

2/28 (synchronous): *The Tempest* Act I & II

Critical essay: Julia Reinhard Lupton, "Creature Caliban" (212-235)

3/2 (asynchronous): Critical essay: John Gillies, "The Figure of the New World" in *The Tempest* (235-256)

[Discussion post due](#)

Week Seven:

3/7 (synchronous): Career Readiness Workshop 1 (Judi Garcia, Career Center), *The Tempest* Act III

Introduce Paper II

3/9 (synchronous): *The Tempest* Act IV; begin viewing *The Tempest* film (2010)

Week Eight:

3/14 (synchronous): *The Tempest* Act V; "Caliban upon Setebos" (352-353 in the Norton edition); continue viewing *The Tempest* film (2010)

3/16 (synchronous): Continue viewing *The Tempest* film (2010)

Week Nine:

3/21 (synchronous): In-class activity: [Paper Two Worksheet](#)

3/23 (asynchronous): Paper Two Worksheet due 3/23 at 11:59 PM

Week 10: SPRING BREAK

Week 11:

4/4 (synchronous): *The Overstory*, Roots & Nicholas Hoel

[Peer Review # 2](#)

4/6 (asynchronous): *The Overstory*, Mimi Ma & Adam Appich

[Discussion post due](#)

Paper 2 due 4/7 at 11:59 PM

Week 12:

4/11 (synchronous): *The Overstory*, Ray Brinkman & Dorothy Cazaly

[The Giving Tree Links to an external site. \(https://www.youtube.com/watch?v=4hmTc9rm8-o\)](https://www.youtube.com/watch?v=4hmTc9rm8-o)by Shel Silverstein

[The Giving Tree Alternate Ending Links to an external site. \(https://www.topherpayne.com/giving-tree\)](https://www.topherpayne.com/giving-tree)by Topher Payne

4/13 (asynchronous): *The Overstory*, Douglas Pavlicek

[Discussion post due](#)

Week 13:

4/18 (synchronous): *The Overstory*, Neelay Mehta & Patricia Westerford

Introduce Paper 3

Critical Article: "[Old Chestnuts: Seeding Alternative Communities and \(https://sjsu.instructure.com/courses/1556277/files/71169363?wrap=1\)](https://sjsu.instructure.com/courses/1556277/files/71169363?wrap=1)

[Alternative Futures in/with The Overstory" \(https://sjsu.instructure.com/courses/1556277/files/71169363?wrap=1\)](https://sjsu.instructure.com/courses/1556277/files/71169363?wrap=1)

4/20 (asynchronous): *The Overstory*, Olivia Vandergriff

[Discussion post due](#)

Week 14:

4/25 (synchronous): *The Overstory*, Trunk; Barbara Kingsolver's [Review of The Overstory Links to an external site. \(https://www.nytimes.com/2018/04/09/books/review/overstory-richard-powers.html\)](https://www.nytimes.com/2018/04/09/books/review/overstory-richard-powers.html)

Recommended Reading: "[Making an Argument" \(107-121\), Links to an external site. \(https://ebookcentral.proquest.com/lib/sjsu/detail.action?docID=4785166&pq-origsite=primo\)](https://ebookcentral.proquest.com/lib/sjsu/detail.action?docID=4785166&pq-origsite=primo)*The Craft of Research Links to an external site. (https://ebookcentral.proquest.com/lib/sjsu/detail.action?docID=4785166&pq-origsite=primo)*(e-book available for free through SJSU library)

4/27 (synchronous): Career Readiness Workshop 2 (Judi Garcia, Career Center)

Week 15:

5/2 (synchronous): *The Overstory*, Crown & Seeds;

Thesis & Annotated Bibliography workshop

Recommended Reading: "Introductions and Conclusions," (ch. 16) [Links to an external site.](#)

<https://ebookcentral.proquest.com/lib/sjsu/reader.action?docID=4785166> *The Craft of Research* [Links to an external site.](#)

<https://ebookcentral.proquest.com/lib/sjsu/reader.action?docID=4785166> [Links to an external site.](#)

<https://ebookcentral.proquest.com/lib/sjsu/detail.action?docID=4785166&pq-origsite=primo> (e-book available for free through SJSU library)

5/4 (synchronous): Paper 3 worksheet and Peer Review for Thesis & Outline- Final Paper

Annotated Bibliography and Paper 3 worksheet due 5/5 at 11:59 PM

Week 16:

5/9 (synchronous): In-class Peer Review of Final Paper

5/11: LAST DAY OF CLASS Independent Work Day/Optional Conferences

Final Paper due on May 15th at 11:59 PM