

San José State University: Department of English and Comparative Literature
English 100W: Writing Workshop

Section 2, Spring Semester, 2021

Course and Contact Information

Instructor:	Allison Johnson
Office Location:	FOB 105 (no in-person office hours)
Email:	allison.johnson@sjsu.edu
Office Hours:	T, Th 2:00 PM – 2:50 PM
Class Days/Time:	T, Th 12:00 PM – 1:15 PM
Classroom:	Online
Prerequisites:	A3 or equivalent second semester composition course. Completion of core GE, satisfaction of Writing Skills Test and upper division standing.

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, ethnicity, and gender 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 3-unit course, students can expect to spend a minimum of nine hours per week preparing for and attending classes and completing course assignments.

Course Format

Remote lecture, discussion.

Canvas and MYSJSU Messaging

All course materials are on the course homepage on Canvas. You are responsible for regularly checking with the messaging system through [MySJSU](#) on [Spartan App Portal](#) (<http://one.sjsu.edu>) to learn of any updates.

Course Learning Outcomes (CLO)

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

All readings are available on Canvas.

Library Liaison

Cabrera, Peggy, Email: peggy.cabrera@sjsu.edu

Course Requirements and Assignments

Explication (due 2/11) 5%

Essay (3-4 pgs) (due 3/5) 15%

Annotated Bibliography (due 4/9) 15%

Revision + added research to Essay (4-5 pgs) (due 4/23) 20%

Podcast assignment [script + recording] (due 5/21) 25%

Bi-weekly Discussion Board Posts 10%

Participation 10%

See Appendix A: Grading Policy for further information

Required Posting

Before class, respond to discussion board questions about the text(s) for that day. You can also ask a question about the text(s), make an observation, or respond to another student.

Classroom Protocol

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.

Remote education is a new experience for most of us and requires flexibility; in order to facilitate an active and productive learning environment, please follow these guidelines: 1. If you have a webcam, please have it turned on. 2. Use the chat to ask and answer questions. 3. Use your microphone to ask and answer questions.

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).**

Office Hours and Email Policies

I encourage you to meet with me during my virtual office hours to receive assistance on assignments and papers, and ask me questions. You can email me if you are unable to meet me during my designated hours.

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.

University Policies

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](http://www.sjsu.edu/gup/syllabusinfo) (<http://www.sjsu.edu/gup/syllabusinfo>), which is hosted by the Office of Undergraduate Education. Make sure to visit this page to review and be aware of these university policies and resources.

ENG 100W, Spring 2021

Course Schedule

Week	Date	Topics, Readings, Assignments, Deadlines
1	1/28	Introduction William Shakespeare, Sonnets 8 and 46
2	2/2	Wilfred Owen, "Dulce et Decorum Est," "Anthem for Doomed Youth" Rupert Brooke, "The Soldier" Siegfried Sassoon, "Dreamers"
2	2/4	Claude McKay "America," "If We Must Die," "America," "Enslaved" Leslie Pinckney Hill, "Tuskegee"
3	2/9	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"
3	2/11	Robert Lowell, "For the Union Dead" Allen Tate, "For the Confederate Dead" Paul Laurence Dunbar, "Robert Gould Shaw"

Week	Date	Topics, Readings, Assignments, Deadlines
3	2/11	Explication due
4	2/16	Frances E.W. Harper, “The Slave Mother,” “Bury Me in a Free Land,” “Ethiopia,” “Songs for the People”
4	2/18	Langston Hughes, “The Negro Speaks of Rivers,” “I, Too,” “Theme for English B”
5	2/23	Gwendolyn Brooks, “We Real Cool,” “The Last Quatrain of the Ballad of Emmett Till,” “the sonnet-ballad”
5	2/25	Charles Chesnutt, <i>The Marrow of Tradition</i> (chapters 1-10)
6	3/2	Charles Chesnutt, <i>The Marrow of Tradition</i> (chapters 11-20)
6	3/4	Charles Chesnutt, <i>The Marrow of Tradition</i> (chapters 21-30)
6	3/5	Essay due
7	3/9	Charles Chesnutt, <i>The Marrow of Tradition</i> (chapters 31-37)
7	3/11	Alice Walker, “Everyday Use”
8	3/16	James Joyce, “Araby”
9	3/23	Finding and assessing outside sources
9	3/25	Integrating research
10	3/30	SPRING BREAK
10	4/1	SPRING BREAK
11	4/6	Kate Chopin, “Désirée’s Baby”
11	4/8	Ambrose Bierce, “An Occurrence at Owl Creek Bridge”
11	4/9	Annotated Bibliography due
12	4/13	William Shakespeare, <i>Othello</i> (Acts I-II)
12	4/15	William Shakespeare, <i>Othello</i> (Acts III-V)
13	4/20	Ernest Hemingway, “A Very Short Story”
13	4/22	Frederick Douglass, “What to the Slave is the Fourth of July?”
13	4/23	Revision + Added Research due by 11:59 PM
14	4/27	<i>Snap Judgment</i> , “I Miss Toni”

Week	Date	Topics, Readings, Assignments, Deadlines
14	4/29	<i>Criminal</i> , “Knock and Announce”
15	5/4	<i>Disgraceland</i> , “Selena: Tejano, Deception, and the Death of the Madonna of Mexico”
15	5/6	<i>Ear Hustle</i> , “Unwritten”
16	5/11	Podcast Workshop
16	5/13	Extra-Credit Vocabulary Quiz and Podcast Workshop
	5/21	Podcast due via Canvas by 11:59 PM

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>