

**San José State University**  
**Department of English**  
**ENGL 100W: Writing Workshop**  
**Section 3**  
**Fall 2022**

### Course and Contact Information

<b>Course Instructor:</b>	Dr. Kathleen McSharry
<b>Graduate Assistant:</b>	Mr. Adam Smith
<b>Emails:</b>	<a href="mailto:kathleen.mcsharry@sjsu.edu">kathleen.mcsharry@sjsu.edu</a> <a href="mailto:Adam.smith@sjsu.edu">Adam.smith@sjsu.edu</a>
<b>Office Hours:</b>	By appointment via Zoom
<b>Class Meeting Times:</b>	Mon/Wed 4:30-5:45pm, via Zoom
<b>Instructional Mode:</b>	Fully online synchronous
<b>Prerequisites:</b>	Grade of C- or better in ENGL 1A
<b>Course Units:</b>	4

### Online Course Information

This is a fully online course. Our class will meet on Zoom during the regularly scheduled class meetings. Students will need a reasonably stable internet connection and ideally a computer with a webcam in order to fully engage with the course.

Aside from one required text, *Fences*, by August Wilson, all course materials (syllabus, handouts, notes, assignment instructions, etc.) are 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

ENGL 100W is a writing and literature course that develops advanced proficiency in college-level reading and writing in the major. ENGL 100W broadens and deepens understanding of the forms, genres, audiences, and purposes of college writing while developing mastery of the discourse and methods specific to the field of literary study. The course includes repeated practice in close reading of literary texts, along with writing and revising papers of literary analysis, peer review of other students' writing, and research methods.

*Satisfies SJSU's Graduation Writing Requirement in the English major.*

## Student Learning Outcomes

The English department has established five program learning outcomes (PLOs) for all major courses. These outcomes appear in the far left column on page 4 of our syllabus. Each year, the department assesses one of the five outcomes to ensure that our curriculum is helping students achieve course outcomes.

## Required Text

Students are required to purchase a copy of August Wilson's *Fences*. All other reading assignments are housed in our Canvas course site.

## Other Required Materials

For each class meeting, students are required to have the following materials at hand:

1. A copy of the literary text assigned for the day,
2. writing implements, and
3. paper for taking notes, drafting responses to texts, and drawing pictures.

## Technology requirements

Our section of ENGL 100W will be conducted via Zoom during regularly scheduled class meeting times. Students are required to have an electronic device (laptop, desktop or tablet) with a camera and built-in microphone. SJSU has a free equipment loan program available for students. Students are responsible for ensuring that they have access to reliable Wi-Fi.

## Use of Camera in Class

Please turn on your camera when class is in session. Seeing your face and name will help me and other students interact with you. If you have special needs or requests for individual accommodations, please contact Professor McSharry via our Canvas course site messaging system or directly by email at [kathleen.mcsharry@sjsu.edu](mailto:kathleen.mcsharry@sjsu.edu).

## Zoom Classroom Etiquette

- **Mute your microphone:** To help keep background noise to a minimum, make sure you mute your microphone when you are not speaking.
- **Be mindful of background noise and distractions:** Find a quiet place to attend class.
  - Avoid video setups where people may be walking behind you or making noise.
  - Avoid activities that could create additional noise, such as shuffling papers or listening to music in the background.
- **Position your camera properly:** Be sure your webcam is in a stable position and focused at eye level.
- **Limit distractions and avoid multitasking:** You can make it easier to focus on class meetings by turning off notifications, closing or minimizing running apps, and putting your smartphone away (unless you are using it to access Zoom).

## Recording of class meetings

Our class meetings will be recorded and posted on our Canvas course site no later than the day after a given class session. Reviewing our class meetings via these recordings will enhance your learning. If you must miss one of our class sessions, the recording will provide you with an easy way to see what we discussed. Bear in mind that assignments that students complete in class will be turned in at the end of the given class session. I do not accept late submissions of in-class work.

## Policy on late work

If you are experiencing trouble staying current with our course, please let the course instructor or the graduate assistant know as soon as possible. By notifying us promptly of any difficulties, you enable us to work with you to develop a plan for getting back on track. Late work will incur grade penalties unless the student has made advance arrangements to submit an assignment after the published deadline. Extra credit is not an option in this course.

## 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.

## Library Liaison

Associate Librarian Peggy Cabrera is the English department liaison at SJSU. Professor Cabrera can assist you with research questions for any of your English classes at SJSU.

[Peggy.Cabrera@sjsu.edu](mailto:Peggy.Cabrera@sjsu.edu)

(408) 808-2034

## University Policies

### *Credit Hour 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.

### *Culminating Activity Requirement*

Faculty members are required to have a culminating activity for their courses, which in our case will be a take home final exam due at the end of the final exam time scheduled by the Registrar.

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/> ([Links to an external site.](#)).

Learning Outcomes	Instructional Strategies	Learning Experiences	Materials	Assessments
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, and rhetoric;	In-class demonstrations of how to interpret poetry, fiction, and drama	In-class analyses of poems and short passages from fiction	Required readings; some videos on youtube. Students with vision problems can hear texts read; closed captioning is available for all videos.	Formative: 500-word analyses develop interpretive abilities in a low-stakes environment. Drawing exercises help students visualize text.
2. demonstrate familiarity with major literary works, genres, periods, and critical approaches to British, American, and World literature;	Brief lectures on historical periods and literary genres	In-class analyses provide opportunities to connect literary artifacts with larger contexts	Short essays in Canvas; brief videos about historical/cultural contexts; readings emphasize African American and women's literary traditions.	All assignments provide opportunities for students to demonstrate their levels of achievement.
3. write clearly, effectively, and creatively, and adjust writing style appropriately to the content, the context, and nature of the subject;	In-class discussion of sample student papers from prior terms; grammar modules provide scaffolded instruction for punctuation and grammar	Reading student papers that model A-level work; individual appointments provide opportunities for deep learning	Sample student papers; grammar handouts and exercises emphasize skills gained rather than absolute mastery.	Formative: Feedback on drafts for students who meet with course instructor or GA outside of class. Summative: final drafts
4. develop and carry out research projects and locate, evaluate, organize, and incorporate information effectively;	In-class demos on evaluating and integrating source material; MLA format/citation guidelines	In-class demos on locating, evaluating, and integrating sources. Students practice finding sources for their own papers.	Sources used in Canvas course site; sources located during class exercises as well as those provided by students.	Formative: draft submission of Works Cited for each paper. Summative: final drafts of papers.
5. articulate the relations among culture, history, and text.	Brief lectures; model student papers from prior terms.	Locating and integrating secondary sources that provide historical/cultural context	Short essays in Canvas course modules/in-class lectures focus on gender, race, and identity movements in the U.S.	Summative: final drafts must incorporate appropriate, documented historical/cultural material.

## Course Requirements and Assignments

The success of our course rests on everyone's active participation in our class. Students are expected to be online for each class meeting no later than our scheduled start time, equipped with the required text for the day and the required materials for the course (writing implements, paper for taking notes, writing, and drawing).

Many class meetings will include active learning assignments that promote student engagement with literary texts and with one another. Some of these assignments will be submitted at the end of the class period, while others will serve as starting points for homework assignments. Assignments that are submitted at the end of a class period cannot be made up.

Course assignments include required readings; papers in various stages of drafting and revising; and research projects. Unless otherwise indicated, assignments must be submitted via Canvas.

### *Five (5) 500-word writing assignments: 20% of course grade*

This course employs a process approach to writing papers. These short writing assignments will serve as the basis for drafts of papers. At least one of the 500-word assignments will be written during class. In-class writing assignments are submitted at the end of the class meeting. Late submissions are not accepted.

### *Three (3) research assignments: 11% of course grade*

For each of the formal papers, students will be required to submit bibliographic information about sources they will incorporate into their papers. In-class workshops will prepare students for these assignments. All required writing for this course must include citations for any works consulted. Students are strongly encouraged to consult with the course instructor if they have any questions about this rule.

### *Three (3) first drafts: 24% of course grade*

First drafts of formal papers are required. Drafts are due at the beginning of the class period on the day they are due. Students are required to make individual appointments with the instructor to receive feedback on drafts of paper 1.

### *Three (3) final drafts: 45% of course grade*

Students will write three out-of-class papers of literary analysis (1500 words each, excluding preliminary assignments), which will demonstrate their abilities to read text closely, to incorporate source materials into their papers, and to develop reasoned analyses of literary texts. Classroom activities and homework assignments are designed to create strong foundations for each of these assignments.

**Graded Assignments**

<b>Due</b>	<b>Assignment</b>	<b>Points</b>
Aug 31	500-word analysis	4
Sep 12	500-word analysis	4
Sep 19	First draft paper 1	8
Sep 21	Works Cited paper 1	3
Sep 26	Final draft paper 1	15
Oct 5	500-word analysis	4
Oct 17	500-word analysis	4
Oct 26	First draft paper 2	8
Oct 31	Works Cited paper 2	4
Nov 2	Final draft paper 2	15
Nov 21	500-word analysis	4
Nov 30	First draft paper 3	8
Dec 5	Works Cited paper 3	4
Dec 12	Final draft paper 3	15
<b>TOTAL</b>		<b>100</b>

**Grading scale**

<b>Letter grade</b>	<b>Percent grade</b>	<b>GPA</b>
A+	97-100	4
A	93-96	4
A-	90-92	3.7
B+	87-89	3.3
B	83-86	3
B-	80-82	2.7
C+	77-79	2.3
C	73-76	2
C-	70-72	1.7
D+	67-69	1.3
D	63-66	1
D-	60-63	0.7
F	below 60	0

## 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 than or somewhat weaker than the criteria in the standards of achievement described below. These standards give a general idea of the criteria applied when assessing students' written work. Detailed rubrics for papers and exams will be provided in class.

**The "A" essay** will engage in close readings of literary texts, incorporating approved secondary sources that support the student's original analysis. 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 and citation guidelines and be essentially free of grammatical, mechanical, and usage errors.

**The "B" essay** will demonstrate competence in the same categories as the "A" paper. The chief difference is that the "B" essay 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, 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."

**The "D" essay** will neglect one of the assigned tasks and be noticeably superficial in its treatment of the assignment. The essay may reveal some problems in development, with insufficient specific information to illustrate or support 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. Or it may contain plagiarized material.

## Course Schedule

The course schedule below is a plan that is subject to change as the semester unfolds. Changes in the course schedule will be announced at least one week in advance via Canvas.

Please consult our Canvas course site for the most up-to-date calendar of assignments.

ENGL 100W	Fall 22	Course Calendar
Sec 3		<b>The course schedule below is subject to change as the semester unfolds. Schedule changes will be announced at least one week in advance via Canvas. Please consult our Canvas course site for the most up-to-date calendar and for complete information on required assignments.</b>
Week	Date	Topics, Readings, Assignments, Deadlines
1	Aug 22	<p>Introductions and Course Overview</p> <p>Wendell Berry, "The Peace of Wild Things"</p> <p><b>Homework for next class meeting:</b> Print out and read course syllabus and poetry packet #1 (in Canvas)</p>
1	Aug 24	<p>Review course syllabus; analyze Philip Larkin, "The Trees"</p> <p><b>Homework for next class meeting:</b> Copy and analyze poem from poetry packet #1 (not "The Trees")</p>
2	Aug 29	<p>Analyzing poetry workshop</p> <p><b>Homework for next class meeting:</b> formal analysis of poem selected from Poetry Packet #1. Please note that you must submit your written copy of the poem as well as your analysis. Due in Canvas by 4:15 pm on Aug 31.</p>
2	Aug 31	<p><b>500-word poem analysis due by 4:15 pm in Canvas</b></p> <p>Reading and Responding to Poetry Analyses</p> <p><b>Homework for next class meeting:</b> Print out and read poetry packet #2 AND handouts on sonnets, sestinas, and villanelles (in Canvas)</p>
3	Sep 7	<p>Given forms: Sonnets, Sestinas, and Villanelles</p> <p><b>Homework for next class meeting:</b> Copy and analyze poem from poetry packet #2</p>
3	Sep 12	<p><b>Copy and analysis of poem from packet #2 due in Canvas by 4:15 pm</b></p> <p>Unit 1 paper assigned</p> <p>Make individual appointments with Prof. McSharry</p>
4	Sep 14	<p><b>No class meeting; individual appointments with Prof. McSharry</b></p> <p><b>Homework for next class meeting:</b> Complete draft paper #1 in Canvas</p>
4	Sep 19	<p><b>Complete draft paper #1 due in Canvas by 4:15 pm</b></p> <p>Locating appropriate sources</p> <p><b>Homework for next class meeting:</b> Works Cited list due</p>
5	Sep 21	<p><b>Works Cited list due;</b> writing workshop</p> <p><b>Homework for next class meeting:</b> Final draft paper #1 in Canvas</p>
5	Sep 26	<p><b>Final draft paper #1 due in Canvas by 11:59 pm;</b> overview of fiction unit</p> <p><b>Homework for next class meeting:</b> Print out/read "The Elements of Fiction" and "Sonny's Blues"</p>

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Week	Date	Topics, Readings, Assignments, Deadlines
6	Sep 28	Historical and cultural contexts for "Sonny's Blues" <b>Homework for next class meeting:</b> print out and read "Cathedral"
6	Oct 3	What things reveal about character in "Cathedral" <b>Homework for next class meeting:</b> 500-word analysis of passage from Baldwin, O'Connor, or Carver
7	Oct 5	<b>500-word analysis due at 4:15 pm in Canvas</b> Close reading workshop <b>Homework for next class meeting:</b> print out and read "Recitatif"
7	Oct 10	Reading race in "Recitatif" <b>Homework for next class meeting:</b> print out and read "The State"
8	Oct 12	Cultural healing in "The State" <b>Homework for next class meeting:</b> 500-word analysis of passage
8	Oct 17	<b>500-word analysis of passage due at 4:15 pm in Canvas</b> Writing workshop
9	Oct 19	<b>No class meeting;</b> optional individual appointments with Prof McSharry
9	Oct 24	Researching cultural and historical contexts <b>Homework for next class meeting:</b> first draft paper #2 due
10	Oct 26	<b>First draft paper #2 due at 4:15 pm in Canvas</b> <b>Homework for next class meeting:</b> Works Cited list due
10	Oct 31	<b>Works Cited list due at 4:15 pm in Canvas</b> Integrating source materials into your analysis <b>Homework for next class meeting:</b> final draft paper #2 due
11	Nov 2	<b>Final draft paper #2 due at 11:59 pm in Canvas</b> <b>Homework for next class meeting:</b> Read Act 1, Scenes 1-2, of <i>Fences</i>

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Week	Date	Topics, Readings, Assignments, Deadlines
11	Nov 7	Character in <i>Fences</i> <b>Homework for next class meeting:</b> Read Scenes 3 and 4 of Act 1 from <i>Fences</i>
12	Nov 9	Plot in <i>Fences</i> Unit 3 paper assigned <b>Homework for next class meeting:</b> Read Act 2, Scenes 1-2 of <i>Fences</i>
12	Nov 14	Historical/cultural contexts in <i>Fences</i> . <b>Homework for next class meeting:</b> Wilson, Act 2, Scenes 3-5
13	Nov 16	Topic selection for paper #3 <b>Homework for next class meeting:</b> 500-word analysis of passage in <i>Fences</i> or a poem or short story on our syllabus about which you have not written a full-length paper
13	Nov 21	<b>500-word analysis due at 4:15pm in Canvas</b> Writing workshop
14	Nov 28	Researching historical/cultural contexts <b>Homework for next class meeting:</b> First draft paper #3 due
14	Nov 30	<b>First draft paper #3 due at 4:15 pm in Canvas</b> Writing workshop <b>Homework for next class meeting:</b> Works Cited due
15	Dec 5	<b>Works Cited due in Canvas at 4:15pm in Canvas</b> Course evaluations
<b>Final paper due</b>	Dec 12	<b>Final draft paper #3 due at 5pm in Canvas</b>