

Writing Workshop Section 80

ENGL 100W

Spring 2024 4 Unit(s) 01/24/2024 to 05/13/2024 Modified 01/19/2024

Contact Information

Course Instructor:	Dr. Kathleen McSharry
Email:	kathleen.mcsharry@sjsu.edu
Office Hours:	MW 11 am-noon & by appointment
Class meeting times	MW 12 noon-1:15pm

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; and upper division standing. Or Graduate or Postbaccalaureate level. Allowed Declared Majors: English. Other College of Humanities & Arts majors must ask for department consent.

Letter Graded

Classroom Protocols

Online Course Information

ENGL 100W Section 80 is a fully online, synchronous course. Our class will meet on Zoom during regularly scheduled class meetings. Students will need a stable internet connection and 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.

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.

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:** Online learning experiences are effective to the extent that participants focus on class exclusively during meeting times. Do your very best to avoid distracting activities during class.

Recording of class meetings

I will record our class meetings and post them on our Canvas course site no later than the day after a given class session. You can enhance your learning by viewing these videos. If you must miss a scheduled class meeting, viewing the video for the missed meeting is essential.

Policy on late work

Staying current with class assignments is essential to our course learning outcomes. For this reason, late work will incur grade penalties unless the student has made advance arrangements to submit an

assignment after the published deadline. A deduction of one full point will be made for each day or increment of a day for which an assignment is late. Extra credit is not an option in this course.

If you are experiencing trouble staying current with our course, please let me know as soon as possible. By notifying me promptly of any difficulties, you enable me to work with you to develop a plan for getting back on track.

Help with writing

All students are strongly encouraged to make individual appointments with me to discuss their writing. Students are also 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

(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 final paper 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.](#)).

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 Learning Outcomes (CLOs)

English Major Program Learning Outcomes

The English department has established five program learning outcomes (PLOs) for all major courses. These outcomes appear in the far left column below. Each year, the department assesses one of the five outcomes to ensure that our curriculum is helping students achieve course outcomes. In 2024, the English department is assessing PLO 3: write clearly, effectively, and creatively, and adjust writing style appropriately to the content, the context, and nature of the subject.

	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.

<p>2. demonstrate familiarity with major literary works, genres, periods, and critical approaches to British, American, and World literature;</p>	<p>Brief lectures on historical periods and literary genres</p>	<p>In-class analyses provide opportunities to connect literary artifacts with larger contexts</p>	<p>Short essays in Canvas; brief videos about historical/cultural contexts; readings emphasize African American and women's literary traditions.</p>	<p>All assignments provide opportunities for students to demonstrate their levels of achievement.</p>
<p>3. write clearly, effectively, and creatively, and adjust writing style appropriately to the content, the context, and nature of the subject;</p>	<p>In-class discussion of sample student papers from prior terms; grammar modules provide scaffolded instruction for punctuation and grammar</p>	<p>Reading student papers that model A-level work; individual appointments provide opportunities for deep learning</p>	<p>Sample student papers; grammar handouts and exercises emphasize skills gained rather than absolute mastery.</p>	<p>Formative: Feedback on drafts for students who meet with course instructor or GA outside of class. Summative: final drafts</p>
<p>4. develop and carry out research projects and locate, evaluate, organize, and incorporate information effectively;</p>	<p>In-class demos on evaluating and integrating source material; MLA format/citation guidelines</p>	<p>In-class demos on locating, evaluating, and integrating sources. Students practice finding sources for their own papers.</p>	<p>Sources used in Canvas course site; sources located during class exercises as well as those provided by students.</p>	<p>Formative: draft submission of Works Cited for each paper. Summative: final drafts of papers.</p>

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.
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Course Materials

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:

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

Grading Information

Course Requirements and Assignments

Class participation: 10 points; 10% of course grade

Regular class participation is essential to the success of our online course. For this reason, class participation comprises 10% of the course grade. The rubric below identifies the criteria and levels of achievement that will be used to assess each students' class participation.

Criteria	Poor (0%)	Fair (50%)	Excellent (100%)
Camera	Student logged on but camera is turned off for most or all of class.	Camera is turned on for most class meetings.	Camera is turned on consistently.

Physical set up	Student is not situated in a space that promotes learning (e.g. in transit, at an appointment).	Student logs on using a laptop, desktop, or other device that enables quick interaction with the class. Student is equipped with required materials for the day (assigned readings, writing implements, paper).	Student is seated at a desk or table, using a laptop or desktop, equipped with the required materials for the day (assigned readings, writing implements, paper).
Verbal participation	Student offers minimal or no verbal commentary. Comments may be off topic or unconstructive.	Student verbally participates when called upon. Comments are pertinent to the material under discussion and demonstrate respect for the class community.	Student participates verbally throughout the class meeting. Comments advance class discussion and demonstrate respect for the class community.
Use of chat	Little to no use of chat; chat entries lack substance, are off topic, or unconstructive.	Student uses chat function to respond to class activities and to support other students.	Student uses chat to respond to questions, to build on other students' comments, and to raise relevant ideas.
Comprehension of material	Participation failed to demonstrate or was insufficient to demonstrate understanding of assigned material for the day.	Student's class contributions demonstrate understanding of assigned material for the day.	Student's contributions reflect thorough understanding of material and ability to connect ideas across different assignments.

Course Requirements and Assignments (cont.)

In addition to the class participation requirements detailed above, this section of ENGL 100W includes the following required assignments:

1 poetry explication and three 500-word writing assignments: 4 points each; 20% of course grade

The poetry explication provides students with practice in analyzing poetry without having to worry about developing a written analysis.

The 500-word writing assignments provide students with practice in developing written analyses of short passages of text. These short writing assignments involve no research and may serve as the basis for longer papers.

Three first drafts: 6 points each; 18% of course grade

1200-word first drafts of formal papers are required. These drafts may build on the 500-word analyses that students are required to write for each unit. The drafts are to be extended analyses of a text that do not incorporate any sources. Drafts are to be submitted via Canvas at the beginning of the class period on the day they are due.

Students are required to meet individually with the instructor to receive feedback on drafts of paper 1. Students are strongly encouraged to schedule additional meetings throughout the term to receive focused feedback on their writing process.

Three research assignments: 4 points each; 12% of course grade

For the three formal papers, students are required to submit complete bibliographic information about peer-reviewed sources they plan to incorporate into their analyses. Approved sources provide historical, cultural, political, literary, and biographical contexts for students' own analyses of literary texts. Students are not allowed to use any sources that provide interpretations of the works about which they have chosen to write. In-class workshops will prepare students for these assignments. All required writing for this course must include citations for any works consulted.

Three final drafts: 13 points each; 39% 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 peer-reviewed source material into their papers ethically and accurately, 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		
Due	Assignment	Points

	Class participation	10
Feb 5	Poetry explication	3
Feb 12	500-word analysis/poetry	4
Feb 19	1200-word first draft paper 1	7
Feb 21	Works Cited paper 1	3
Feb 26	1500-word final draft paper 1	15
Mar 13	500-word analysis/fiction	4
Mar 18	1200-word first draft paper 2	7
Mar 25	Works Cited paper 2	3
Mar 27	1500-word final draft paper 2	15
Apr 29	500-word analysis	4
May 6	1200-word first draft paper	7
May 13	Works Cited paper 3	3
May 17	1500-word final draft paper 3	15

TOTAL		100	
Grading scale Students' final course grades will be computed as follows:			
Letter grade	Percent grade	GPA	
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	

University Policies

Per [University Policy S16-9 \(PDF\)](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 the [Syllabus Information](https://www.sjsu.edu/curriculum/courses/syllabus-info.php) (<https://www.sjsu.edu/curriculum/courses/syllabus-info.php>) web page. Make sure to visit this page to review and be aware of these university policies and resources.

Course Schedule

ENGL 100W	Spring 2024	Course Calendar
Section 80		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.
Week	Date	Topics, Readings, Assignments, Deadlines
		Introductions and Course Overview
1	Jan 24	Mary Oliver, "Wild Geese"
		Homework for next class meeting: Print out and read course syllabus and poetry packet #1 (in Canvas)

		Review course syllabus; analyze Elizabeth Bishop, "Filling Station"
1	Jan 29	Homework for next class meeting: Copy and analyze poem from poetry packet #1 (not "Filling Station")
2	Jan 31	Analyzing poetry workshop. Homework for next class meeting: Explication of poem from Poetry Packet #1. Submit your handwritten, annotated copy of the poem as well as your analysis.
2	Feb 5	Poetry explication due by beginning of class in Canvas
		Reading and Responding to Poetry
		Homework for next class meeting: Print out and read poetry packet #2 AND handouts on sonnets, sestinas, and villanelles (in Canvas)
3	Feb 7	Given forms: Sonnets, Sestinas, and Villanelles
		Homework for next class meeting: 500-word analysis of poem due in Canvas by beginning of class
3	Feb 12	500-word poem analysis due by beginning of class in Canvas
		Unit 1 paper assigned
		Make individual appointments with Prof. McSharry
4	Feb 14	No full class meeting; individual appointments with Prof. McSharry
		Homework for next class meeting: 1200-word draft paper #1 in Canvas at beginning of class.

4	Feb 19	1200-word draft paper #1 due in Canvas at beginning of class
		Locating appropriate peer-reviewed sources
		Homework for next class meeting: Works Cited list due

ENGL 100W	Fall 23	Course Calendar
Sections 81 & 82		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.
Week	Date	Topics, Readings, Assignments, Deadlines
5	Feb 21	Works Cited list due; writing workshop
		Homework for next class meeting: Final draft paper #1
5	Feb 26	1500-word final draft paper #1 due in Canvas by 11:59 pm
		Homework for next class meeting: Print out/read "The Elements of Fiction" and "Sonny's Blues"
6	Feb 28	Historical and cultural contexts for "Sonny's Blues"
		Homework for next class meeting: print out and read "Cathedral"

6	Mar 4	What things reveal about character in "Cathedral"
		Homework for next class meeting: print out and read "Recitatif"
7	Mar 6	Reading race in "Recitatif"
		Homework for next class meeting: print out and read "The State"
7	Mar 11	Cultural healing in "The State"
		Homework for next class meeting: 500-word analysis of passage
8	Mar 13	500-word fiction analysis due in Canvas at beginning of class
		Homework for next class meeting: 1200-word draft paper #2
8	Mar 18	1200-word draft paper 2 due in Canvas at beginning of class
		Writing workshop
9	Mar 20	Researching cultural and historical contexts
		Homework for next class meeting: Works Cited list for paper 2
9	Mar 25	Works Cited list due in Canvas at beginning of class
		Homework for Mar 27: final draft paper #2 due in Canvas at 11:59pm

10	Mar 27	
		Final draft paper #2 due in Canvas at 11:59pm

ENGL 100W	Fall 23	Course Calendar
Sections 81 & 82		The course schedule below is subject to change as the semester unfolds. Please consult our Canvas course site for the most up-to-date calendar and for complete information on required assignments.
Week	Date	Topics, Readings, Assignments, Deadlines
10	Apr 8	Career readiness workshop. Guest host Ms. Judith Garcia
11	Apr 10	Introduction to drama; Paper #3 assigned
		Homework for next class meeting: Read Act 1, Scenes 1-2 of <i>Fences</i>
		Character in <i>Fences</i>
11	Apr 15	Homework for next class meeting: Read Act 1, Scenes 3-4 of <i>Fences</i>

11	Apr 17	Historical/cultural contexts in <i>Fences</i>
		Homework for next class meeting: Read Act 2, Scenes 1-2 of <i>Fences</i>
12	Apr 22	Plot in <i>Fences</i>
		Homework for next class meeting: Read Act 2, Scenes 3-5 of <i>Fences</i>
13	Apr 24	Identifying topics for paper #3
		Homework for next class meeting: 500-word analysis of passage in <i>Fences</i> or a poem/short story on our syllabus on which you have not yet written
13	Apr 29	500-word analysis due in Canvas at beginning of class
		Writing workshop
14	May 1	No full class meeting
		Individual meetings with Prof. McSharry Homework for next class meeting: 1200-word first draft paper #3
14	May 6	1200-word first draft paper #3 due in Canvas at beginning of class
		Writing workshop
		Researching historical/cultural contexts
15	May 8	Writing workshop
		Homework for next class meeting: Works Cited list for paper #3

		Works Cited due in Canvas at beginning of class
15	May 13	Writing workshop; Course evaluations
Final paper	May 17	1500-word final draft paper #3 due at 11:59 pm in Canvas