

San José State University

Department of English and Comparative Literature English 100W, Section 2, Spring 2016

Course and Contact Information

Instructor:	Professor Karen English
Office Location:	Faculty Offices Building 221
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Email:	Karen.English@sjsu.edu
Office Hours:	MW 12-1pm; and by appointment
Class Days/Time:	TTH 13:30-14:45pm
Classroom:	BBC 128
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.

Web Page and MYSJSU Messaging

Course materials such as syllabus, handouts, notes, assignment instructions, etc. can be found on my faculty web page at <http://www.sjsu.edu/people/Karen.English> and/or on the Canvas learning management system course website. You are responsible for regularly checking with the messaging system through MySJSU, Canvas, and university email to learn of any updates.

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 Written Communication 1A and 1B, English 100W broadens and deepens those abilities to include mastery of the discourse specific to the field of English studies, with an emphasis on close and careful reading of literary texts. This section of English 100W has a special theme of Literature and Medicine.

Course Goals and Student Learning Objectives

As a course that satisfies the SJSU Area Z general-education requirement and counts toward the academic majors housed in the Department of English and Comparative Literature, English 100W has two sets of Student Learning Objectives.

In this course, we will engage in all phases of those reading, thinking, researching, and writing processes that produce clear and purposeful critical essays that demonstrate an understanding of and illuminate for others how literature contains and conveys its effects and meanings. By engaging this work, students will accomplish all of these objectives.

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.	Students will participate in classroom activities that require attention to revision as well as editing strategies and standards.
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 writing assignments require students to incorporate their readings of literary texts. Both bibliographic and writing assignments require students to engage in research and argumentation: 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 of literary criticism that students write this term will engage them in conversations with peers and with published 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 MLA standards for organizing and 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 are designed to introduce students to the process of reading, research, and revision that leads to professional level critical essays in the discipline.

How English and Comparative Literature Goals for B.A. Will Be Met

Department Learning Goal	How will this goal be achieved?
<ul style="list-style-type: none"> • 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; they will study two longer works: a novel and a play. Students will also read critical essays.
<ul style="list-style-type: none"> • show familiarity with major literary works, genres, periods, and critical approaches to British, American, and World Literature 	The readings for this course are drawn from both British and American literature.
<ul style="list-style-type: none"> • 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.
<ul style="list-style-type: none"> • develop and carry out research projects, and locate, evaluate, organize, and incorporate information effectively 	In their critical essays, students will do research on and incorporate information from outside sources into their arguments.
<ul style="list-style-type: none"> • 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: available at Spartan Stores and online vendors

Can't We Talk About Something More Pleasant? A Memoir, Roz Chast, 978-1608198061

W;t: A Play, Margaret Edson, ISBN 9780571198771

Lying Awake, Mark Salzman, ISBN 9780375706066

The Best of the Best American Poetry: 25th Anniversary Edition Ed. Robert Pinsky ISBN 9781451658880

Recommended Texts: available at Spartan Stores and online vendors

Harmon and Holman, *A Handbook to Literature*, 12th ed., ISBN 9780205024018

A college level grammar handbook plus a college level dictionary; or use www.onelook.com search engine

Other Readings

"How Reading Transforms Us" by Keith Oatley and Maja Djikic

http://www.nytimes.com/2014/12/21/opinion/sunday/how-writing-transforms-us.html?_r=0

"Death be not proud" <http://www.poetryfoundation.org/poem/173363>; "If poisonous minerals "

<http://www.poetryfoundation.org/poem/173365> and "This is my playes last scene"

<http://www.poetryfoundation.org/poem/173368>; all by John Donne

"AB Negative: A Surgeon's Poem" by Brian Turner; pdf on Canvas

"The Patient-Physician Relationship" (2001) jamanetwork.com/article.aspx?articleid=194300 and "Narrative Medicine" (2005): <http://muse.jhu.edu/journals/narrative/v013/13.3charon.html>; both articles are by Dr. Rita Charon

Library Liaison

Prof. Toby Matoush (Toby.Matoush@sjsu.edu) and her web site is <http://libguides.sjsu.edu/english>

Course Requirements and Assignments

SJSU classes are designed such that in order to be successful, it is expected that students will spend a minimum of forty-five hours for each unit of credit (normally three hours per unit per week), including preparing for class, participating in course activities, completing assignments, and so on. More details about student workload can be found in [University Policy S12-3](http://www.sjsu.edu/senate/docs/S12-3.pdf) at <http://www.sjsu.edu/senate/docs/S12-3.pdf>.

NOTE that [University policy F69-24](http://www.sjsu.edu/senate/docs/F69-24.pdf) at <http://www.sjsu.edu/senate/docs/F69-24.pdf> states that "Students should attend all meetings of their classes, not only because they are responsible for material discussed therein, but because active participation is frequently essential to insure maximum benefit for all members of the class. Attendance per se shall not be used as a criterion for grading."

Grading Policy

Grades and Grading Statement: The Department of English reaffirms its commitment to the differential grading scale as defined in the official SJSU [Catalog](#). Grades issues must represent a full range of student performance. English 100W is an A-F course. A = excellent, B = above average, C = average; D = below average; F = failure.

Academic Standards for Assessment: The "A" essay will be well organized and well developed, demonstrating a clear understanding and fulfillment of the assignment. It will show the student's ability to use language effectively and to construct sentences distinguished by syntactic complexity and variety. Such essays will 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 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 the experience or support generalizations. 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 that is, too simplistic or too short. The essay may reveal some problems in development, with insufficient specific information to illustrate the experience or support generalizations. 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.

Course Requirements

Students will write **one** diagnostic paper (500 words). In addition students will write **four** out of class papers. Three of the out of class papers will be (1,250 word) analyses of memoir, fiction, and drama, respectively. The third out of class assignment will be a 3,000 word research project (on a topic related to literature and medicine approved by the instructor); this assignment will be shaped by attending a library research class, creating an annotated bibliography, writing a 200 minimum word rough draft, having a conference on the rough draft, and revising the paper to create a final draft. A **final** essay exam on poetry explication (1,000 words) is given in this course.

Total writing: minimum of 7,200 words, excluding the final examination. All papers will follow MLA, 7th edition rules for format and parenthetical documentation. All out of class papers must be typed and submitted on paper. **NO** email submissions for final drafts. *Late papers are accepted only at the discretion of the instructor and will be penalized for lateness.* **NOTE:** Students must complete and submit all written assignments in order to pass the course.

Course Grade Distribution: Class Participation (includes class discussion and oral presentations): 10%; in class diagnostic paper: 5%; papers # 1 (Chast)= 15%; 2 (Salzman)=15%; 3 (Edson)= 15%; 4 (Research project) = 30% (total 75%); final exam poetry explication (May 19 at 12:15pm): 10%. There is no extra credit available in this class. *If accepted*, late paper grades are penalized 10% **per class** late after initial due date.

Participation is evaluated by student’s level of preparation and *active* participation in all classroom discussions and writing activities.

Classroom Protocol

Students are expected to attend all classes and arrive on time. Wireless electronic devices will be used in the classroom *only* with **explicit** instructor permission.

University Policies

General Expectations, Rights and Responsibilities of the Student

As members of the academic community, students accept both the rights and responsibilities incumbent upon all members of the institution. Students are encouraged to familiarize themselves with SJSU’s policies and practices pertaining to the procedures to follow if and when questions or concerns about a class arises. See University Policy S90-5 at <http://www.sjsu.edu/senate/docs/S90-5.pdf>. More detailed information on a

variety of related topics is available in the [SJSU catalog](http://info.sjsu.edu/web-dbggen/narr/catalog/rec-12234.12506.html), at <http://info.sjsu.edu/web-dbggen/narr/catalog/rec-12234.12506.html>. In general, it is recommended that students begin by seeking clarification or discussing concerns with their instructor. If such conversation is not possible, or if it does not serve to address the issue, it is recommended that the student contact the Department Chair as a next step.

Dropping and Adding

Students are responsible for understanding the policies and procedures about add/drop, grade forgiveness, etc. Refer to the current semester's [Catalog Policies](http://info.sjsu.edu/static/catalog/policies.html) section at <http://info.sjsu.edu/static/catalog/policies.html>. Add/drop deadlines can be found on the current academic year calendars document on the [Academic Calendars webpage](http://www.sjsu.edu/provost/services/academic_calendars/) at http://www.sjsu.edu/provost/services/academic_calendars/. The [Late Drop Policy](http://www.sjsu.edu/aars/policies/latedrops/policy/) is available at <http://www.sjsu.edu/aars/policies/latedrops/policy/>. Students should be aware of the current deadlines and penalties for dropping classes.

Information about the latest changes and news is available at the [Advising Hub](http://www.sjsu.edu/advising/) at <http://www.sjsu.edu/advising/>.

Consent for Recording of Class and Public Sharing of Instructor Material

[University Policy S12-7](http://www.sjsu.edu/senate/docs/S12-7.pdf), <http://www.sjsu.edu/senate/docs/S12-7.pdf>, requires students to obtain instructor's permission to record the course and the following items to be included in the syllabus:

- “Common courtesy and professional behavior dictate that you notify someone when you are recording him/her. You must obtain the instructor's permission to make audio or video recordings in this class. Such permission allows the recordings to be used for your private, study purposes only. The recordings are the intellectual property of the instructor; you have not been given any rights to reproduce or distribute the material.”
- “Course material developed by the instructor is the intellectual property of the instructor and cannot be shared publicly without his/her approval. You may not publicly share or upload instructor generated material for this course such as exam questions, lecture notes, or homework solutions without instructor consent.”

Academic integrity

Your commitment, as a student, to learning is evidenced by your enrollment at San Jose State University. The [University Academic Integrity Policy S07-2](http://www.sjsu.edu/senate/docs/S07-2.pdf) at <http://www.sjsu.edu/senate/docs/S07-2.pdf> requires you to be honest in all your academic course work. Faculty members are required to report all infractions to the office of Student Conduct and Ethical Development. The [Student Conduct and Ethical Development website](http://www.sjsu.edu/studentconduct/) is available at <http://www.sjsu.edu/studentconduct/>.

Campus Policy in Compliance with the American Disabilities Act

If you need course adaptations or accommodations because of a disability, or if you need to make special arrangements in case the building must be evacuated, please make an appointment with me as soon as possible, or see me during office hours. [Presidential Directive 97-03](http://www.sjsu.edu/president/docs/directives/PD_1997-03.pdf) at http://www.sjsu.edu/president/docs/directives/PD_1997-03.pdf requires that students with disabilities requesting accommodations must register with the [Accessible Education Center](http://www.sjsu.edu/aec) (AEC) at <http://www.sjsu.edu/aec> to establish a record of their disability.

Accommodation to Students' Religious Holidays

San José State University shall provide accommodation on any graded class work or activities for students wishing to observe religious holidays when such observances require students to be absent from class. It is the responsibility of the student to inform the instructor, in writing, about such holidays before the add deadline

at the start of each semester. If such holidays occur before the add deadline, the student must notify the instructor, in writing, at least three days before the date that he/she will be absent. It is the responsibility of the instructor to make every reasonable effort to honor the student request without penalty, and of the student to make up the work missed. See [University Policy S14-7](http://www.sjsu.edu/senate/docs/S14-7.pdf) at <http://www.sjsu.edu/senate/docs/S14-7.pdf>.

Student Technology Resources

Computer labs for student use are available in the [Academic Success Center](http://www.sjsu.edu/at/asc/) at <http://www.sjsu.edu/at/asc/> located on the 1st floor of Clark Hall and in the Associated Students Lab on the 2nd floor of the Student Union. Additional computer labs may be available in your department/college. Computers are also available in the Martin Luther King Library. A wide variety of audio-visual equipment is available for student checkout from Media Services located in IRC 112. These items include DV and HD digital camcorders; digital still cameras; video, slide and overhead projectors; DVD, CD, and audiotape players; sound systems, wireless microphones, projection screens and monitors.

SJSU Peer Connections

Peer Connections, a campus-wide resource for mentoring and tutoring, strives to inspire students to develop their potential as independent learners while they learn to successfully navigate through their university experience. You are encouraged to take advantage of their services which include course-content based tutoring, enhanced study and time management skills, more effective critical thinking strategies, decision making and problem-solving abilities, and campus resource referrals.

In addition to offering small group, individual, and drop-in tutoring for a number of undergraduate courses, consultation with mentors is available on a drop-in or by appointment basis. Workshops are offered on a wide variety of topics including preparing for the Writing Skills Test (WST), improving your learning and memory, alleviating procrastination, surviving your first semester at SJSU, and other related topics. A computer lab and study space are also available for student use in Room 600 of Student Services Center (SSC).

Peer Connections is located in three locations: SSC, Room 600 (10th Street Garage on the corner of 10th and San Fernando Street), at the 1st floor entrance of Clark Hall, and in the Living Learning Center (LLC) in Campus Village Housing Building B. Visit [Peer Connections website](http://peerconnections.sjsu.edu) at <http://peerconnections.sjsu.edu> for more information.

SJSU Writing Center

The SJSU Writing Center is located in Clark Hall, Suite 126. All Writing Specialists have gone through a rigorous hiring process, and they are well trained to assist all students at all levels within all disciplines to become better writers. In addition to one-on-one tutoring services, the Writing Center also offers workshops every semester on a variety of writing topics. To make an appointment or to refer to the numerous online resources offered through the Writing Center, visit the [Writing Center website](http://www.sjsu.edu/writingcenter) at <http://www.sjsu.edu/writingcenter>. For additional resources and updated information, follow the Writing Center on Twitter and become a fan of the SJSU Writing Center on Facebook. (Note: You need to have a QR



Reader to scan this code.)

SJSU Counseling Services

The SJSU Counseling Services is located on the corner of 7th Street and San Fernando Street, in Room 201, Administration Building. Professional psychologists, social workers, and counselors are available to provide consultations on issues of student mental health, campus climate or psychological and academic issues on an individual, couple, or group basis. To schedule an appointment or learn more information, visit [Counseling Services website](http://www.sjsu.edu/counseling) at <http://www.sjsu.edu/counseling>.

English 100W Spring 2016 Schedule of Classes and Assignments

This schedule may be changed at the discretion of the instructor. I will make announcements in class and through Canvas if changes are made. Unless otherwise indicated, poems come from the anthology. Readings satisfy **CLOs 1, 2, and 5**.

Week	Date	Topics, Readings, Assignments, Deadlines
1	Jan 28	Introduction READING: Essay: "How Reading Transforms Us" by Keith Oatley and Maja Djikic http://www.nytimes.com/2014/12/21/opinion/sunday/how-writing-transforms-us.html?_r=0
1	Feb 2	WRITING: Diagnostic Essay. Bring large green exam booklet, book dictionary, and pen, GELOs 2, 3, 5
2	Feb 4	Module I: Narrative (autobiographical) READING: <i>Can't We . . .</i> by Roz Chast, 1-49 WRITING: Paper #1 Assigned, GELOs 1-5, CLOs 1-3
2	Feb 9	Narrative (autobiographical) READING: <i>Can't We . . .</i> by Roz Chast, 50-97 WRITING: Topics & Themes due on Canvas
3	Feb 11	Narrative (autobiographical) READING: <i>Can't We . . .</i> by Roz Chast, 99-155 WRITING: Quotations and Images due on Canvas Friday, Feb. 12
3	Feb 16	Narrative (autobiographical) READING: <i>Can't We . . .</i> by Roz Chast, 156-222 WRITING: Thesis and counter-thesis due on Canvas before class
4	Feb 18	Introduction to Literature and Medicine READINGS: Rita Charon on "The Patient-Physician Relationship" (2001) jamanetwork.com/article.aspx?articleid=194300 and Charon on "Narrative Medicine" (2005): http://muse.jhu.edu/journals/narrative/v013/13.3charon.html WRITING: Paper #1 due in class
4	Feb 23	Module I: Narrative (fiction) READING: <i>Lying Awake</i> by Mark Salzman 1-49 WRITING: Paper #2 Assigned, GELOs 1-5, CLOs 1-3
5	Feb 25	Narrative (cont) READING: <i>Lying Awake</i> by Mark Salzman 50-92

Week	Date	Topics, Readings, Assignments, Deadlines
		WRITING: Topic and Theme on Canvas
5	Mar 1	Narrative (cont) READING: <i>Lying Awake</i> by Mark Salzman 93-143 WRITING: Thesis and counter-thesis due on Canvas
6	Mar 3	Narrative (cont) READING: <i>Lying Awake</i> by Mark Salzman 144 to end WRITING: Outside source material (primary or secondary) and quotations from novel due on Canvas
6	Mar 8	Poetry Interlude READINGS: “Death be not proud” http://www.poetryfoundation.org/poem/173363 ; “If poisonous minerals . . .” http://www.poetryfoundation.org/poem/173365 and “This is my playes last scene” http://www.poetryfoundation.org/poem/173368 WRITING: Poetry paraphrases in class
7	Mar 10	Module II: Drama READING: <i>W:t</i> by Margaret Edson 11-middle of 31 WRITING: Paper #2 due in class Paper #3 Assigned; GELOs 1-5, CLOs 1-3
7	Mar 15	Drama (cont) READING: <i>W:t</i> by Margaret Edson 31-63 WRITING: Topics & Themes due on Canvas
8	Mar 17	Drama (cont) READING: <i>W:t</i> by Margaret Edson 64-85 WRITING: Outside source material citation (primary or secondary) and quotations from play due on Canvas on Friday; Thesis and counter thesis due on Canvas Monday.
8	Mar 22	Introduction to Poetry READING: “AB Negative: The Surgeon’s Poem” Turner (on pdf/Canvas) WRITING: Bring Poetry Worksheet Template and Blank Paper
9	Mar 24	Module III: Poetry, Speaker and Setting READINGS: “This is my playes last scene” (Donne); “Bored” Atwood 27-8; “How It Will End” Duhamel 70-1 WRITING: Paper #3 due in class Bring Poetry Worksheet Template and Blank Paper Paper # 4 assigned, GELOs 1-5, CLOs 1-3
		SPRING BREAK March 25-April 3
9	Apr 5	Poetry: Diction and Tone READING: “This is my playes last scene” Donne; “Dog” Collins 50-1; “Hate Mail” Muske-Dukes 167-8 WRITING: Bring Poetry Worksheet Template and Blank Paper
10	Apr 7	Poetry: Irony READING: “Death be not proud” Donne; “In Praise of Coldness” Hirschfield 113; “Middle School” Ruefle 186

Week	Date	Topics, Readings, Assignments, Deadlines
		WRITING: Bring Poetry Worksheet Template and Blank Paper Paper #3 Topic Proposal due on Canvas, CLO 4
10	Apr 12	Library Class: MLK 213
11	Apr 14	Poetry: Symbolism READING: "If poisonous minerals" (Donne); "Facing It" Komunyakaa; "Q" Olds 169 WRITING: Bring Poetry Worksheet Template and Blank Paper
11	Apr 19	Poetry: Image and Imagery READING: "Death be not proud" Donne; "Elegy" Trettheway 221-2; "Time Pieces" Wetzsteon 227-8 WRITING: Bring Poetry Worksheet Template and Blank Paper Research Paper preliminary thesis and bibliography due on Canvas CLO 4
12	Apr 21	Poetry: Figures of Speech, I READING: "If poisonous minerals" (Donne); "Difference" Doty 65; "Counterman" Violi 223-225 WRITING: Bring Poetry Worksheet Template and Blank Paper
12	Apr 26	Poetry: Sound and Rhythm READING: All of the Donne sonnets; "Terminal Nostalgia" Alexie 1-2; "The Loaf" Muldoon 161-2 WRITING: Bring Poetry Worksheet Template and Blank Paper Annotated Bibliography for Research Paper due on Canvas CLO 4
13	Apr 28	Poetry: Sound and Rhythm READING: All of the Donne Sonnets; "Samurai Song" Pinsky 177; "Country Western Singer" Shapiro 204-5 WRITING: Bring Poetry Worksheet Template and Blank Paper
13	May 3	Poetry: The Sonnet READING: All of the Donne sonnets; "Necrophiliac" Warren 226 WRITING: Bring Poetry Worksheet Template and Blank Paper Econferences on Research Papers through Canvas
14	May 5	Research Paper Presentations
14	May 10	Research Paper Presentations
15	May 12	WRITING: Research Paper due in my office 12-1:30pm
Final Exam	May 19	Thursday. In classroom; 12:15-14:30pm WRITING: Bring Poetry Worksheet Template, book dictionary, and large green examination booklet.