SJSU SAN JOSÉ STATE UNIVERSITY

College of Humanities and the Arts · English & Comparative Literature

Writing Workshop

ENGL 100W

Spring 2026   Section 80   Fully Online   4 Unit(s)   01/22/2026 to 05/11/2026   Modified 01/15/2026

👤 Contact Information

Course Instructor:	Dr. Kathleen McSharry
Email:	kathleen.mcsharry@sjsu.edu
Office Hours:	MW 12 noon – 1:15 pm
	& by appointment

🕐 Course Information

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.

💻 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.

Satisfies Writing in the Disciplines (WID).

Prerequisite(s): 1B 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.
Grading: Letter Graded

Note(s): Must be passed with C or better to satisfy the CSU Graduation Writing Assessment Requirement (GWAR). Required of all English majors before they achieve senior standing.

✳ Classroom Protocols

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.

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, 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.

- **Positionyour 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

Our class meetings will be recorded and posted on our Canvas course site. Recordings of class meetings can be found via the Panopto button in the left side navigation bar. 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.

Policy on use of secondary source materials

ENGL 100W is designed to help students identify and incorporate appropriate source material to complement and extend their own analyses of literary texts. For each of the three units, students are required to incorporate three approved sources into their papers. These sources shall not include any analysis of the texts we are reading; instead, they will provide pertinent contextual information for the work the student has chosen to analyze in writing. A significant amount of class time will be devoted to locating and evaluating source materials for papers. In general, such sources shall be peer reviewed. All source materials used in papers must be approved in advance by the instructor.

Policy on artificial intelligence (AI)

There is a place for AI, but not in this class. ENGL 100W is designed to develop students' abilities to think and write critically about literary texts. To that end, the use of any artificial intelligence tools, including but not limited to ChatGPT and Grammarly, is expressly forbidden. All graded student work is submitted to Turnitin, which flags AI above 20%. Any student work that is flagged with an AI score above 20% will be considered in violation of SJSU's academic code and result in a minimum penalty of zero for the assignment in question.

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 SJSU undergraduates 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's library liaison. Professor Cabrera can assist you with research questions for any of your English classes at SJSU.
Peggy.Cabrera@sjsu.edu
(408) 808-2034

⠇⠃ 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)

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.	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 anonymized student work from prior terms; grammar modules provide scaffolded instruction for punctuation and grammar	Reading student work that models 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 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 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.

📋 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, and/or at work).	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 computer, 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 are 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	Student participation failed to demonstrate or was insufficient to demonstrate understanding of assigned material.	Student's class contributions demonstrate understanding of assigned material.	Student's contributions reflect thorough understanding of material and ability to connect ideas across different assignments.

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

Two poetry explications and three 500-word writing assignments: 1.5/5 points each; 18% of course grade

The poetry explications provide 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: 3 points each; 9% 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: 15 points each; 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 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.

✔ Grading Information

Graded Assignments

Due Date	Assignment	Points
Ongoing	Class participation	12
Feb 2, 9	Poetry explications	3
Feb 11	500-word analysis/poetry	5
Feb 16	1200-word first draft paper 1	6
Feb 18	Works Cited paper 1	3
Feb 23	1500-word final draft paper 1	15
Mar 16	500-word analysis/fiction	5
Mar 18	1200-word first draft paper 2	6
Mar 23	Works Cited paper 2	3
Mar 25	1500-word final draft paper 2	15
Apr 27	500-word analysis	5
May 4	1200-word first draft paper	6

May 11	Works Cited paper 3	3
May 18	1500-word final draft paper 3	15
TOTAL		100

Grading Scale				
Students' final course grades will be computed as follows:				
Letter grade	% 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		

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. Below is a general description 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 the argument. 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.

🏛 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

100W_80	Spr 2026	Course Calendar Unit 1
		The course schedule below is subject to change as the semester unfolds.
Unit 1:		Schedule changes will be announced at least one week in advance via
Poetry		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_26	**Homework for next class meeting:** Print out and read course syllabus and
		poetry packet #1 (in Canvas)
		Review course syllabus; analyze poem from Poetry Packet 1

1	Jan_28	**Homework for next class meeting:** Hand copy and analyze poem not
		discussed in class from poetry packet #1. Submit in Canvas before next
		class meeting.
		Poetry explication 1 due by beginning of class in Canvas
2	Feb_2	**Homework for next class meeting:** Read Poetry Packet 2 and handouts on
		sonnets, sestinas, and villanelles.
2	Feb_4	Given forms: Sonnets, Sestinas, and Villanelles
		Homework for next class meeting: Copy and analyze poem not discussed
		in class from packet #2. Submit in Canvas before next class meeting.
		Poetry explication 2 due by beginning of class in Canvas
3	Feb_9	Writing Workshop; Unit 1 paper assigned
		Homework for next class meeting: 500-word analysis of poem
3	Feb_11	**500-word poem analysis due by beginning of class in Canvas**
		Homework for next class meeting: 1200-word draft paper #1
4	Feb_16	**1200-word draft paper #1 due in Canvas at beginning of class**
		Homework for next class meeting: Works Cited list

4	Feb_18	Works Cited list due by beginning of class in Canvas
		Homework for next class meeting: 1500-word final draft paper #1
5	Feb_23	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"

100W_80	Spr 2026	Course Calendar Unit 2
		The course schedule below is subject to change as the semester unfolds.
Unit 2:		Schedule changes will be announced at least one week in advance via
Fiction		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_25	Historical and cultural contexts for "Sonny's Blues"
		Homework for next class meeting: print out and read "Cathedral"

6	Mar_2	What things reveal about character in "Cathedral"
		Homework for next class meeting: print out and read "Recitatif"
6	Mar_4	Reading race in "Recitatif"
		Homework for next class meeting: print out and read "The State"
7	Mar_9	Cultural healing in "The State"
		Homework for next class meeting: print out and read "Tenth of December"
7	Mar_11	George Saunders, "Tenth of December"
		Homework for next class meeting: 500-word analysis of literary device in fiction
8	Mar_16	**500-word analysis of literary device due in Canvas before class**
		Homework for next class meeting: first draft paper #2 due
8	Mar_18	**1200-word first draft paper #2 due in Canvas at beginning of class**
		Homework for next class meeting: Works Cited list paper 2
9	Mar_23	**Works Cited list due at beginning of class**
		Homework for next class meeting: Final draft paper 2
9	Mar_25	**Final draft paper #2 due at 11:59pm**

100W_80	Spr 2026	Course Calendar Unit 3
		The course schedule below is subject to change as the semester unfolds.
Unit 3:		Schedule changes will be announced at least one week in advance via
Drama		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
10	Apr_6	Introduction to Drama. Paper #3 assigned
		Homework for next class meeting: Read Act 1, Scenes 1-2 of *Fences*
		Plot in *Fences*
10	Apr_8	Homework for next class meeting: Read Act 1, Scenes 3-4 of *Fences*
11	Apr_13	Historical/cultural contexts in *Fences*

11	Apr_15	Topic selection for paper #3
		Homework for next class meeting: Read Act 2, Scenes 1-2 of *Fences*
12	Apr_20	
		Homework for next class meeting: Read Act 2, Scenes 3-5 of *Fences*
		Research workshop for final paper
12	Apr_22	Homework for next class meeting: 500-word analysis of passage in *Fences*
		or a poem/short story on our syllabus on which you have not yet written
13	Apr_27	500-word analysis of passage due in Canvas at beginning of class
13	Apr_29	
		Homework for next class meeting: First draft paper #3 due
14	May_4	1200-word first draft paper #3 due in Canvas at beginning of class
14	May_6	
		Homework for next class meeting: Works Cited list for paper 3

15	May_11	Works Cited list due in Canvas at beginning of class
15	May_18	Unit 3 final paper due in Canvas at 11:59pm