

San José State University Department of English & Comparative Literature

English 10, Great Works of Literature Section 02, Fall 2015

Instructor: Roohi Vora

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Office Hours: T/Th 12:00 – 1:00 PM or by appointment

Class Days/Time: T/Th 9:00 – 10:15 PM

Classroom: SH 413

Prerequisites: None.

GE Category: GE Area A2 (Arts and Letters)

Faculty Web Page and MYSJSU Messaging

Copies of the course materials such as the syllabus, major assignment handouts, etc. may be accessible through the Quick Links>Faculty Web Page links on the SJSU home page. You are responsible for regularly checking with the messaging system through MySJSU (or other communication system as indicated by the instructor).

Course Description

From the University Catalog: Fiction, Drama, and Poetry for non-English majors. Emphasis on critical appreciation of various literary forms. In this course, Great Works of Literature representing different forms and genres from various cultures, traditions, and historical periods will be studied, with an emphasis on critical appreciation. Assignments include extensive reading, oral and written responses, presentations, research papers, and exams.

Course Goals

GE Goals

1. To examine the interaction of analytical and creative processes in the production and perception of significant works of the human intellect and imagination;

2. To examine the significance of the historical and cultural contexts in which such works are created and interpreted;
3. To prepare students to participate in social and cultural communities associated with artistic and literary endeavors to enrich their personal and professional lives.

Course Goals

1. To examine, in relevant contexts, great works of literature from various parts of the world;
2. To explore significant as well as recurrent themes in the works of literature studied;
3. To address, by way of great works of literature, topics related to important aspects of the world's civilizations, cultures, histories, social formations, and political processes;
4. To study a variety of texts representative of the oral and literary traditions of the world;
5. To appreciate, through exposure to and analysis of the formalistic and stylistic aspects of the oral and written works studied, the literary and aesthetic qualities of great works of literature;
6. To understand and recognize the relevance and importance of ethnic and cultural identities in the study of literature.

Student Learning Objectives and Outcomes:

Upon successful completion of this course, students will be able to:

1. *Recognize how significant works illuminate enduring human concerns—*

Students will read, examine, and study a representative variety of important texts in World Literature, with a focus on recurrent themes such as war and peace, self and other, love, quest for meaning, etc.;

2. *Respond to such works by writing both research-based critical analyses and personal responses—*

Students will write analytical/response statements based on the reading, with at least one of these assignments ALSO incorporating critical and / or reference materials derived from library research;

3. *Write clearly and effectively—*

Students will learn about the principles and methods of writing effective response statements and professionally constructed critical research papers from library workshops and in-class presentations on writing and research, as well as, where appropriate, additional exercises in revising and peer-editing;

4. *Develop a habit of critical appreciation for literature, with an awareness of its many forms, its rich contexts, and its relevance to one's life-long education—*

Students will learn to identify various literary devices in their readings. They will also play the role of active learners by seeking connections between the literature studied in the course and the world outside, as for instance by researching into the great works of literature in their own cultural heritage.

Course Content

The following contents and activities will be incorporated into the course as you engage in the subject matter of the course:

1. **Issues of diversity** such as race, language, culture, and gender will be addressed in this course.
2. **Active learning** activities such as small group and large group discussions, presentations, and the sharing of experiences and perspectives will be used to help students to appreciate topics and issues from different perspectives and to value individual experiences and views.
3. **Writing assignments** exceeding 1500 words in a language and style appropriate to the subject area of this course include a series of written assignments in response to the texts read, as well as exercises, tests, and film and play reviews where appropriate; writing will be assessed for the quality of ideas, correctness, clarity, and conciseness.
4. **Other assignments, class activities, and take-home projects** involving critical thinking skills, information competency, critical writing and reading skills and effective group interactions.

Overall, this course opens up a set of unique opportunities for GE students in the following manner:

1. The reading materials examined and studied in this course **provide students an opportunity to experience significant works of the human intellect and imagination;**

2. The lectures, discussions, presentations, projects, and assignments **provide students an opportunity to understand the historical and cultural contexts in which such specific texts were created;**

3. Representing many aspects of the world's traditions and civilizations, the range of authors and texts selected for this course, by addressing a broad variety of topics and recurrent themes, **provides students an opportunity to recognize the accomplishments of and issues related to women and diverse cultures reflected in such texts.**

Required Texts/Readings and other materials

- 1) Main Text: ***Literature: An Introduction to Fiction, Poetry, Drama, and Writing, Compact Eighth Edition*** by Kennedy and Gioia
ISBN 978-0-205-22941-3 Pearson/Longman (K&G)
- 2) ***The Reluctant Fundamentalist*** by Mohsin Hamid (RF)
ISBN 978-0-544-13945-9
EBK: ISBN 978-0-15-603312-1
- 3) ***Rooftops of Tehran*** by Mahbod Seraji (RT)
ISBN 978-0-451-22681-5 New American Library
- 4) ***Twelfth Night*** by William Shakespeare; New Folger Edition
ISBN 978-0-7434-8277-6 (TN)
- 5) Notebook for lecture notes and in-class work
- 6) College level dictionary like OED
- 7) Yellow books for in-class essays and final exam

Note: Other readings such as —**The Epic of Gilgamesh** (Assyrian International News Agency: Books on line www.aina.org) - will be available online, but please print them out and bring them to class.

Please bring the required textbook and your notebook to class every day.

Assignments and Grading Policy

Assignments and Weighting

- Class discussion and participation 10% (SLO 1-4)
- Reading Responses 10% (SLO 1-4)
- In-class exams 10% - 2 @ 5% each (SLO 1-4)
- Short story out-of-class exam 10% (SLO1-4)
- Poetry (comparison/contrast) exam 10% (SLO 1-4)
- Film and text review 10% (SLO 1-4)
- Drama essay exam 10% (SLO 1-4)
- Research paper 20% (SLO 1-4)

Final exam 10% (SLO 1-4)

Grading: Each assignment will have its own assignment sheet, which will include the criteria on which it will be graded. In general, both the depth of thinking and the quality of the written expression will be important, as will the extent to which the assignment meets the requirements of the task. In short, it doesn't matter if its great writing if it doesn't fit the assignment, so please do follow directions and seek clarification if you need it.

Grades possible for this course: A/B/C/No Credit. A passing grade in the course signifies that the student has developed those writing, reading, and research abilities necessary for upper-division work in the English major.

The Department of English reaffirms its commitment to the differential grading scale as defined in the official SJSU *Catalog* ("The Grading System"). Grades issued must represent a full range of student performance: A = excellent; B = above average; C = average; D = below average; F = failure. Courses graded according to the A,B,C,NoCredit system shall follow the same pattern, except that NC, for NoCredit, shall replace D or F. In A,B,C,NoCredit courses NC shall also substitute for W (for Withdrawal) because neither NC nor W affects students' grade point averages.

In English Department courses, instructors will comment on and grade the quality of student writing as well as the quality of the ideas being conveyed. All student writing should be distinguished by correct grammar and punctuation, appropriate diction and syntax, and well-organized paragraphs.

For your final grades, 100-90 is an A, 89-80 is a B, 79-70 is a C, 69-60 is a D, and below 60 is an F. Plus and minuses are middle of each range. In calculating the final grade, a set number will represent each letter grade; for example, B+ is 88%, B is 85%, and B- is 82%

Classroom Protocol

Attendance and Participation:

It is very important that students come to this class regularly and come prepared to participate. This means that you should arrive on time with the reading assignment for that day completed, books in hand, and a mind ready to contribute to the discussion. There will be in-class writing of some sort in most class periods, and these cannot be made up by students who miss class. Poor attendance and weak participation will significantly reduce your learning experience and your grade. In short, if you miss a lot of classes, you will probably fail. Ditto if you don't do the readings. If you expect that you will be late, absent, or, unprepared once in a while, this is not the class for you. Perhaps this goes without saying, but I will expect students to treat each other and their professor with courtesy and respect. This includes the little things, like turning your cell phones off in class and putting away your electronic gadgets. Please ***turn off cell phones or put them on silent mode during the class period: you will lose all participation points for***

the day if I see your cell phone (this especially includes under the desk/table text messaging – I do see you)!

Homework/Reader Responses:

Homework is essential and the more effort you put into it, the better you will do overall in the course. It will be assigned in the form of written responses to readings. Reader responses are an important part of your homework and are due most class periods throughout the semester, as noted on the class schedule. In these responses you shall record analysis, thoughts, opinions, questions, and personal reactions to the texts depending on the prompt. Each entry must be dated, and it must be a minimum of one full page (typed, double spaced, with one – inch margins). **To receive full credit, you must analyze/evaluate the text selection AND share your own thoughts, feelings, and opinions.** Unless specifically asked to do so, do not simply summarize the plot – show some in-depth thought and interaction with the text. Reader responses will be graded on their quality of the content and clarity of expression (if grammatical errors make your writing difficult to understand, points will be deducted).

Late Work: I recognize that there are perfectly legitimate reasons for good people to miss deadlines on occasion. Such lapses are treated seriously in the workplace, and therefore, if you cannot meet a deadline for an out-of-class essay, you must contact me at least three days ahead of time to discuss the situation. If this is not done, for every class day that the essay is late, you will be penalized one grade step: A becomes A-, A- becomes B+, etc. **I will not accept a paper after one week from the due date.** If you do miss a deadline, you will harm your case further if you also fail to contact me about it. This, in addition to poor attendance, is the primary reason for student failure. **Late homework responses (small assignments) simply won't be accepted, nor will I accept homework sent by email or handed in by someone else. Note: Once I have collected the homework from your classmate, that's it. If you arrive later than that, your homework will not be accepted.**

If you must be absent from class due to an emergency, be sure to get the missed information from and/or assignment from a classmate. For this purpose obtain name and phone numbers and/or e-mail addresses of at least three of your class mates.

Classmate #1 Name/phone/e-mail: -----

Classmate #2 Name/phone/e-mail: -----

Classmate #3 Name/phone/e-mail: -----

Extra Credit: To soften the no-late-homework policy and to encourage you to seek enriching extra learning experiences, I will accept thoughtful written responses to movies related to our course readings. Instructions on how to write a film review will be handed out at an appropriate time. Furthermore, I will periodically urge you to attend campus lectures or performances and write about those for extra points. **(You would have to do at least three extra credit projects to earn enough points for a grade raise).**

Office Hours and Email protocol: E-mail is one of the ways to contact me. When e-mailing your professor, please consider it a formal communication: include the appropriate salutation, your name, your question/comment, and be aware of tone. If you have an extended question or problem that cannot be easily addressed on line, please visit me during my office hour – Tuesdays/Thursdays from 12:00 - 1:00 PM. If these days and time are inconvenient, please make an appointment with me. I shall try to accommodate you on a day and time more suitable to your needs.

University Policies

Academic integrity

Your commitment as a student to learning is evidenced by your enrollment at San Jose State University. The University's Academic Integrity policy, located at <http://www.sjsu.edu/senate/S07-2.html>, 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 is available at http://www.sa.sjsu.edu/judicial_affairs/index.html.

Instances of academic dishonesty will not be tolerated. **Cheating on exams or plagiarism (presenting the work of another as your own, or the use of another person's ideas without giving proper credit) will result in a failing grade and sanctions by the University.** For this class, all assignments are to be completed by the individual student unless otherwise specified. If you would like to include your assignment or any material you have submitted, or plan to submit for another class, please note that SJSU's Academic Policy S07-2 requires approval of instructors.

I take cheating very seriously, and so should you, as the penalties are severe at SJSU. For this and every course at SJSU, be familiar with the "Policy on Academic Integrity," which can be found at <http://sjsu.edu/senate/F06-1.htm>. By now you should all know that plagiarism means presenting the ideas or writings of another as one's own. Another form of cheating is submitting to me work you have written for another class. Plagiarism or resubmitting will result in automatic failure on the assignment and probably failure in the course. You will also be reported to the campus Integrity Board. Ignorance of the policy and penalties will not help you in a dispute! Of course, cheating on the homework and/or tests also constitutes an integrity lapse and will also be punished.

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 section at <http://info.sjsu.edu/static/catalog/policies.html>. Add/drop deadlines can be found on the current academic calendar web page located at http://www.sjsu.edu/academic_programs/calendars/academic_calendar/. The Late Drop 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 at <http://www.sjsu.edu/advising/>.

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 requires that students with disabilities requesting accommodations must register with the Disability Resource Center (DRC) at <http://www.drc.sjsu.edu/> to establish a record of their disability.

Student Technology Resources

Computer labs for student use are available in the Academic Success Center located on the 1st floor of Clark Hall and 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 digital and VHS camcorders, VHS and Beta video players, 16 mm, slide, overhead, DVD, CD, and audiotape players, sound systems, wireless microphones, projection screens and monitors.

SJSU Writing Center: The SJSU Writing Center is located in Room 126 in Clark Hall. It is staffed by professional instructors and upper-division or graduate-level writing specialists from each of the seven SJSU colleges. Our writing specialists have met a rigorous GPA requirement, and they are well trained to assist all students at all levels within all disciplines to become better writers. The Writing Center website is located at <http://www.sjsu.edu/writingcenter/about/staff/>.

Peer Mentor Center: The Peer Mentor Center is located on the 1st floor of Clark Hall in the Academic Success Center. The Peer Mentor Center is staffed with Peer Mentors who excel in helping students manage university life, tackling problems that range from academic challenges to interpersonal struggles. On the road to graduation, Peer Mentors are navigators, offering “roadside assistance” to peers who feel a bit lost or simply need help mapping out the locations of campus resources. Peer Mentor services are free and available on a drop –in basis, no reservation required. The Peer Mentor Center website is located at <http://www.sjsu.edu/muse/peermentor/>

Course Schedule Fall 2015 (Subject to change)

Reading assignments must be completed by the day they are listed! Bring the textbook (Kennedy and Gioia K&G) and all assignments to class on the date they are due. If there is a change in schedule, I shall inform you in a timely fashion.

August 20, Thursday

- Class: Introduction and syllabus review
Bring a yellow Book, a dictionary, and a black pen for in-class essay on Tuesday

August 25, Tuesday

- Class: **Diagnostic Essay, in-class**
- Homework: Read Chapter 1 “Reading a Story” (K&G 5-25) including all the stories contained in these pages; 1-page response to any two stories (1/2 page each)

August 27, Thursday

- Class: Discuss readings; in-class writing practice
- Homework: Read Chapter 2 “Point of View” (K&G 26-29); “A Rose For Emily” (30-36); “The Tell Tale Heart” (36-40); “Writing effectively” (70-73); 1-page response to one of the stories

September 1, Tuesday

- Class: Discuss readings; in-class writing practice
- Homework: Read Chapter 3 “Character” (K&G 74-76); ‘The Jilting of Granny Weatherall’ (76-83); 1-page response to the short story.

September 3, Thursday

- Class: Discuss readings; in-class writing practice
- Homework: Chapter 4 “Setting” (K&G 117-119); “The Storm” (120-123); “Greasy Lake” (356 - 362); “Writing Effectively” (152 - 154); 1-page response to any one of the stories

September 8, Tuesday

- Class: Discuss readings
- Homework: Read Chapter 5 “Tone and Style” (K&G 155-158); “A Clean, Well Lighted Place” (158-162); “Irony” (174-175); “Writing Effectively” (181-183); Chapter 6 “Theme” (184-186); “Luke” (191-192); “Harrison Bergeron” (192 -197); 1-page response to any one of the stories

September 10, Thursday

- Class: Discuss Readings; in-class writing practice
- Homework: Read Chapter 7 “Symbol” (K&G 201 -203); “The Chrysanthemums” (204-211); “The Lottery” (221-227); “Writing Effectively” (227-232); 1-page response to any one of the stories

September 15, Tuesday

- Class: Discuss readings; in-class writing practice
- Homework: **On Thursday, bring a Yellow Book and a black pen for in-class essay on short story**

September 17, Thursday

- Class: **In-class essay on short story analysis (a); Essay (b) (short story) assigned. Due September 29, Tuesday**
- Homework: Read *Rooftops of Tehran*, part one; 2 page response. Include two questions you want to ask regarding the chapters you have read.

September 22, Tuesday

- Class: Discuss novel; **Research paper assigned; final draft due Tuesday, December 1**
- Homework: Read *Rooftops of Tehran*, part two; 2 page response; Include two questions

September 24, Thursday

- Class: Discuss novel
- Homework: Be prepared to go to the library on Tuesday, September 29 to conduct research and find sources for your research paper; **Working Research Question- (5 points) due Tuesday**

September 29, Tuesday

- Class: **Out-of-class short story essay due. Library Research (5 points); Working Research Question due today** (A brief paragraph including a thesis statement and explaining the objective of your research and your plan of action)
- Homework: Finish reading *Rooftops of Tehran*, part three; 2 page response – include two questions; prepare for quiz on Thursday; Research paper **Abstract (intention or purpose of research paper -5 points) due Tuesday, October 6. Outline and Annotated Bibliography due Thursday, October 22**

October 1, Thursday

- Class: Discuss novel; Quiz on *Rooftops of Tehran*
- Homework: Read “What is Poetry” (K&G 450-451); Chapter 12 “Reading a poem” (452-466); Pick one poem each from the Lyric, Narrative, and Dramatic poetry sections and write a ½ page response for each (altogether 1 ½ pages)

October 6, Tuesday

- Class: Research paper Abstract due today. Introduction to Poetry. Discuss readings;
- Homework: Read Chapter 13 “Listening to a Voice” (K&G 467-492) including all poems contained in these pages; 1 page response to any one of the following poems: “I Wandered Lonely as a Cloud” (476); “I Like to See it Lap the Miles” (471); “Luke Havergal” (474) and “Rite of Passage” (482)

October 8, Thursday

- Class: Discuss readings; in-class writing practice
- Homework: Read Chapter 14 “Words” (K&G 493-512) including all poems contained in these pages; 1 page response to any one of the following poems: “Batter My Heart” (496); “Grass” (499); “The Ruined Maid” (503) and “Upon Julia’s Clothes” (501)

October 13, Tuesday

- Class: Discuss readings
- Homework: Read Chapter 15 “Saying and Suggesting” (K&G 513-522); Chapter 23 “Symbol” (638-651) including all poems contained in these pages; 1 page response to any one of the following poems: “Disillusionment of Ten ‘o’ Clock” (516); “Fire and Ice” (758); “The Road Not Taken” (756)

October 15, Thursday

- Class: Discuss readings; in-class writing practice
- Homework: Read Chapter 16 “Imagery” (K&G 523-539); Chapter 17 “Figures of Speech” (540-556) including all poems contained in these pages; 1 page response to any one of the following poems: “The Winter Evening Settles Down” (524); “The Fish” (525); “Metaphors” (545) and “Oh, My Love is Like a Red, Red Rose”

October 20, Tuesday

- Class: Discuss readings; in-class writing practice
- Homework: **Bring a Yellow Book, a dictionary, and a black pen for in-class essay on Thursday**

October 22, Thursday

- Class: **In-class Essay: Writing exercise. Research paper outline and Annotated Bibliography due today**
- Homework: Read Chapter 21 “Closed Form” (K&G 605-621); Chapter 22 “Open Form” (622 -637) including all poems contained in these pages; 1 page response to any one of the following poems: “Song” (608); “Do Not Go Gentle into that Good Night” (615); “Sestina” (616) and “I Shall Paint My Nails Red” (634)

October 27, Tuesday

- Class: Discussion; in-class writing practice; **Comparison/Contrast Poetry essay assigned; Due November 10, Tuesday**
- Homework: Read Chapter 19 “Sound” (K&G 575-589); “To the Virgins...” (809); “To His Coy Mistress” (821); “My Mistress’ Eyes...” (835); 1-page response to any one of the above mentioned poems

October 29, Thursday

- Class: Discussion on “Sound” and Shakespearean Sonnets
- Homework: Work on preparing a rough draft for the Research paper. **Research paper peer workshop on Thursday, November 5**

November 3, Tuesday

- Class: **Continue working on Research paper**
- Homework: Prepare a completed rough draft and a works cited page for the Research paper, and bring 3 copies of the draft to class for peer workshop on Thursday

November 5, Thursday

- Class: **Research paper peer workshop. Final Draft of Research paper and Works Cited page due Tuesday, December 1.**
- Homework: Read “Drama” (K&G 848); Chapter 32 “Reading a Play” (849-851); Chapter 33 “Tragedy and Comedy” (874 -876); Chapter 35 “The Theater of Shakespeare” (K&G 956-959). Begin reading *Twelfth Night* (ix-xlix) and (1- 45) – end of Act 1; 1-page response

November 10, Tuesday

- Class: **Comparison/Contrast poetry essay due today. Discuss *Twelfth Night*; Essay on *Twelfth Night* assigned; Final draft due Thursday, November 19**
- Homework: Continue reading *Twelfth Night* (47-137) – end of Act 3; 2-page response

November 12, Thursday

- Class: Discuss *Twelfth Night*
- Homework: Finish reading *Twelfth Night* (TN 139-189); “A Modern Perspective” (TN 197-207); 2-page response

November 17, Tuesday

- Class: Discuss *Twelfth Night*; Watch BBC production of *Twelfth Night*
- Homework: Essay on *Twelfth Night* due Thursday

November 19, Thursday

- Class: **Essay on *Twelfth Night*** due; Watch BBC production of *Twelfth Night*
- Homework: Read *The Reluctant Fundamentalist* chapters 1-6. 1 page response

November 24, Tuesday

- Class: Discussion questions on *The Reluctant fundamentalist*
- Homework: Read *The Reluctant Fundamentalist* chapters 7-12

November 26, Thursday

Thanksgiving Holiday

December 1, Tuesday

- Class: **Research Paper due.** Small group discussion on *The Reluctant Fundamentalist*

December 3, Thursday

- Class: Watch movie: *The Reluctant Fundamentalist*

December 8, Tuesday

- Class: In class essay exam: Literary analysis and movie review of *The Reluctant Fundamentalist*
- Homework: Go over elements of fiction and poetry in preparation of final exam; Get a good night’s sleep

December 10, Thursday

- **Final Exam: 7:15 PM – 9:45 AM**

Important dates for Fall 2014

Thursday	August 21	Academic Year Begins – Fall Semester Begins
Thurs– Friday	August 21-22	Orientation, Advisement, Faculty Meetings and Conferences (P)
Monday	August 25	First Day of Instruction – Classes Begin
Monday	September 1	Labor Day - Campus Closed (L)
Friday	September 5	Last Day to Drop Courses Without an Entry on Permanent Record (D)
Friday	September 12	Last Day to Add Courses & Register Late (A)
Monday	September 22	Enrollment Census Date (CD)
Tuesday	November 11	Veteran's Day - Campus Closed (V)
Wednesday	November 26	Classes that start at 5:00 PM or later will not meet.
Thursday	November 27	Thanksgiving Holiday - Campus Closed (T)
Friday	November 28	Rescheduled Holiday - Campus Closed (RH)
Wednesday	December 10	Last Day of Instruction - Last Day of Classes
Thursday	December 11	Study/Conference Day (no classes or exams) (SC)
Friday	December 12	Final Examinations (exams)
Mon-Thursday	December 15-18	Final Examinations (exams)
Friday	December 19	Final Examinations Make-Up Day (MU)
Monday	December 22	Grade Evaluation Day (E)
Tuesday	December 23	Grades Due From Faculty - End of Fall Semester (G)

