

San José State University
Department of English and Comparative Literature
ENGL 201: Materials and Methods

Fall 2016

Course and Contact Information

Instructor:	Dr. Adrienne Eastwood
Office Location:	FOB 116
Telephone:	(408) 924-4509
Email:	Adrienne.Eastwood@sjsu.edu
Office Hours:	Mondays and Wednesdays, 10:30-11:45 a.m., Mondays, 3:00-5:00 p.m., and by appointment.
Class Days/Time:	Mondays 7:00 – 9:45 p.m.
Classroom:	FOB 104
Prerequisites:	N/A

GWAR: This course satisfies SJSU's Graduation Writing Assessment Requirement (GWAR)

Course Format

Seminar

Faculty Web Page and MYSJSU Messaging

Copies of the course materials such as the syllabus, major assignment handouts, etc. may be found on my faculty web page www.sjsu.edu/faculty/eastwood.

Some course content may be put up on Canvas. Make sure your SJSU One account is up and running and check it regularly.

Course Description

This course is designed to introduce graduate students to the basic elements of work in the field. My goals for the seminar are as follows:

- ❖ Introduce students to critical literary theory and various analytical methodologies
- ❖ Help students to discover how to work in or apply particular modes to different literary texts
- ❖ Hone close-reading/textual analytical skills for poetry and prose
- ❖ Learn basic research techniques including bibliography, footnoting, on-line research, and problems/complications in literary study

- ❖ Gain experience writing and revising your work for various audiences and purposes

Course Goals and Student Learning Objectives

Mission Statement for M.A. program:

The written word grounds the Master of Arts in English and Comparative Literature. Its students learn to analyze literature and to write on literary topics at an advanced level. Students complete a rigorous program of courses that introduce them to cutting-edge research while training them to understand a range of theoretical and literary-historical frameworks for understanding literature. Before students earn a Master of Arts in English, they pass a two-part comprehensive exam. They also may choose to write a thesis. Students have the option to engage in graduate study in rhetoric and to train as college-level writing teachers. The program also offers students pathways to prepare for doctoral work.

The five learning outcomes for the MA program:

Students will demonstrate

- an appropriate level of expertise in literary history, literary theory, and rhetoric.
- high-level proficiency in literary research and in the synthesis of research.
- critical and analytical skills in the interpretation and evaluation of literary texts.
- a command of written academic English, including the abilities to a) organize and present material in a cogent fashion, b) formulate and defend original arguments, c) employ effectively the language of their discipline and d) write under time constraints.
- a reading knowledge of at least one foreign language. Required Texts/Readings

Required Texts/Readings

Eagleton, Terry. *Literary Theory: An Introduction*. 3rd Edition. University of Minnesota Press, Minneapolis. ISBN 10-0816654476

Hamlet: Cases Studies in Contemporary Criticism. Ed. Susan L. Wofford. Bedford St. Martin's Press. ISBN 10-0312055447.

Stoker, Bram. *Dracula*. Broadview Literary Texts. ISBN 10-1551111365

The Norton Anthology of Theory and Criticism. 2nd Edition. Eds. Vincent B. Leitch, William E. Cain, Laurie A. Finke, Barbara E. Johnson, et al. ISBN 978-0-393-93292-8

*Online MLA guidelines available here: <https://owl.english.purdue.edu/owl/resource/747/01/>

Recommended: Tyson, Lois. *Critical Theory Today*. 2nd Edition. Routledge. ISBN 10-0415974100

The Norton Shakespeare Volume 3. Ed. Stephen Greenblatt, Walter Cohen, Jean Howard, Katherine Eisaman Maus, Gordon McMullan, and Suzanne Gossett. ISBN: 978-0-393-93499-1.

Course Requirements and Assignments (Required)

Course Requirements: This is a seminar, and as such, each of us is responsible for the quality and usefulness of our meetings. I expect that you will find the readings both interesting and valuable, and I encourage you to express and explore your particular interests as we work through the material. Students are required to come to class having read the materials and prepared to discuss what they have read.

Presentations: At week 9, students will be expected to present a critical essay on *Dracula* to their classmates. Specific directions for this assignment will be discussed.

Conference Participation: At the end of this course, all students will be required to participate in a “mock” conference, in which each student will present an original paper (8 pages—15 minutes reading time) to the class. Auditors will be encouraged to engage in productive discussion after each paper is presented. Each student will be graded on both their own presentation and their participation in the panel discussions.

A **prospectus** and **annotated bibliography** for your conference paper is due to me by Nov. 14th. A **handout** in which you summarize your argument and evidence for your colleagues must also be circulated to your colleagues in the class.

Written Work: You will be required to revise your short conference paper (ideally based on feedback you receive from your fellow seminarians) into a longer (15 page—at least 3,000 words) seminar paper (modeled after journal articles). This longer paper will more fully develop the argument you present in your conference paper.

All written work (abstract, annotated bibliography, and final essay) will be formatted in accordance with the MLA guidelines.

Other Assignments: I reserve 5% of your grade for written “homework” assignments that I will plan as we work through the material. These may take the form of answering discussion questions, or engaging in writing with a point raised by the texts. These should, of course, be typed and turned in on time.

Final Examination or Evaluation

N/A

Grading Information (Required)

Specify your grading policy here. Provide rubrics and explain how grades are assessed and assigned. Allow multiple opportunities to give feedback on student learning. Use rubrics or examples to explain and show students how they can assess themselves or check their own learning. More guidelines on grading information and class attendance can be found from the following two university policies:

- [University Syllabus Policy S16-9 \(http://www.sjsu.edu/senate/docs/S16-9.pdf\)](http://www.sjsu.edu/senate/docs/S16-9.pdf)
- [University policy F15-12 \(http://www.sjsu.edu/senate/docs/F15-12.pdf\)](http://www.sjsu.edu/senate/docs/F15-12.pdf)

Determination of Grades

Grading Breakdown:

Contribution and Participation: 15%

Article Presentation: 10%

Conference Presentation: 15%

Conference Participation: 5%

Other Assignments: 5%

Seminar Paper: 50%

The Department of English reaffirms its commitment to the differential grading scale as defined by the SJSU Catalog (Grades-Letter Grading). Grades issued must represent a full range of student performance: A+/A/A- = excellent; B+/B/B- = above average; C+/C/C- = average; D+/D/D- = below average; F = failure. Within any of the letter grade ranges (e.g. B+/B/B-), the assignment of a + or - grade will reflect stronger (+) or weaker (-) completion of the goals of the assignment.

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](http://www.sjsu.edu/writingcenter/about/staff/) is located at <http://www.sjsu.edu/writingcenter/about/staff/>.

University Policies

Per University Policy S16-9, university-wide policy information relevant to all courses, such as academic integrity, accommodations, etc. will be available on Office of Graduate and Undergraduate Programs' [Syllabus Information web page](http://www.sjsu.edu/gup/syllabusinfo/) at <http://www.sjsu.edu/gup/syllabusinfo/>

If applicable, include links to department and college-level policies, requirements and services.

ENGL 201 Reading Schedule: SUBJECT TO CHANGE

List the agenda for the semester including when and where the final exam will be held. Indicate the schedule is subject to change with fair notice and how the notice will be made available.

Course Schedule

Week	Date	Topics, Readings, Assignments, Deadlines
1	8/29	Introductions
2	9/5	LABOR DAY- NO CLASS
3	9/12	Eagleton, <i>Literary Theory: An Introduction</i>
4	9/19	<i>Hamlet</i>
5	9/26	<i>Hamlet</i> , Critical Essays
6	10/3	Understanding Literary Theory (Readings from <i>Norton Anthology of Theory and Criticism</i>). Tyson might be used for reference.
7	10/10	<i>Dracula</i> . Read at least half of the text. We will discuss structure, craft, style. Close reading practice.
8	10/17	<i>Dracula</i> – Finish the text
9	10/24	Presentations – Critical Essay on <i>Dracula</i>
10	10/31	Research resources, techniques, and problems. Discuss annotated bibliography
11	11/7	Writing, editing, revising. Academic argument. Integrating secondary sources.

Week	Date	Topics, Readings, Assignments, Deadlines
12	11/14	Prospectus for conference papers and annotated bibliographies due. Short class.
13	11/21	Library visit
14	11/28	TBD – Upload handouts to Canvas
15	12/5	Mock Conference – Panel 1
16	12/12	Mock Conference – Panel 2

Final seminar papers due to me in my office by noon on December 19th.