

**San José State University**  
**Department of English**  
**ENGL 70: Emerging Modernisms and Beyond**  
**Section 1, Fall 2019**

**Course and Contact Information**

Instructor:	Dr. Kathleen McSharry
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Office Hours:	Tuesdays and Thursdays, 11 a.m. – 12 noon and by appointment
Class Days/Time:	Tuesdays and Thursdays, 3:00-4:15 p.m.
Classroom:	Sweeney Hall 238
Prerequisites:	ENGL 1A or equivalent

**Canvas and MYSJSU Messaging**

All course materials (syllabus, handouts, notes, assignment instructions, etc.) will be 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 Objectives**

ENGL 70 is the third course in the lower-division literature survey sequence for English majors. The course engages principal literary works, literary history, and historical events that shape British and American literature from 1860 to the present. Students will learn about the philosophical movements, literary themes, and genres of the time period while engaging in close readings of works by selected major authors. 3 units. Normal grading rules. Prereq: ENGL 1A or equivalent.

**Course Student Learning Objectives**

The Department of English and Comparative Literature has established the following Student Learning Objectives for courses that are part of the English major:

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, or rhetoric;
2. demonstrate familiarity with major literary works, genres, periods, and critical approaches to British, American, and World literature;
3. write clearly, effectively, and creatively, and adjust writing style appropriately to the content, the context, and nature of the subject;

4. develop and carry out research projects and locate, evaluate, organize, and incorporate information effectively;
5. articulate the relations among culture, history, and texts.

### **Required Texts/Readings**

Students are required to have physical copies of the required texts in class. All books are available in the campus bookstore.

Ernest Hemingway. *In Our Time*. NY: Scribner.

Virginia Woolf. *To the Lighthouse*. Boston: Houghton Mifflin Harcourt.

Alice Walker. *Meridian*. NY: Harcourt.

Art Spiegelman. *Maus I: My Father Bleeds History*. NY: Pantheon.

These texts will be supplemented with short stories and poems published on various open access websites. All supplemental readings will be housed in the Canvas course site.

### **Other Required Materials**

Because this class employs a process-based approach to analyzing literature, students need to keep their work in some kind of a binder and to bring PRINTED COPIES OF ALL READING ASSIGNMENTS to every class meeting.

- 8.5" x 11" writing paper
  - Loose-leaf or a bound journal is fine.
  - writing paper and a pen or pencil to every class meeting.
- Writing implements
  - Blue or black pen for in-class writing assignments
  - Pencils are useful for marking text

### **Policy on electronic devices in class**

Students are encouraged to bring laptops to class to complete in-class writing assignments. Any other use of a laptop, or of any other electronic device, in class is strictly prohibited.

### **Policy on late work**

Except in cases of documented need (e.g. health, legal, family emergency), late work will not be accepted. Exceptions will be made at the discretion of the instructor and only when compelling documentation is provided by the student. Extra credit is not an option in this course.

### **Help with writing**

All students are 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 an in-class final exam at the time scheduled by the Registrar.

University policies relevant to all courses, such as academic integrity, accommodations, are available on the website of the Office of Graduate and Undergraduate Programs at <http://www.sjsu.edu/gup/syllabusinfo/>.

## **Course Requirements and Assignments**

*Students must complete all course assignments in order to pass the course.*

Course assignments include in-class reading and writing assignments, papers in various stages of drafting and revising, and ancillary steps in each assignment, as well as active and regular participation in class. Unless otherwise indicated, assignments must be submitted through the Canvas course site by the date and time indicated in the syllabus.

### *Formal writing assignments*

Students will write two out-of-class papers of literary analysis (1500 words each, including preliminary assignments). Classroom activities and homework assignments are designed to create strong foundations for each of these assignments. As such, all written assignments in a given unit must be submitted with the formal paper for that unit. The two formal assignments themselves must be typed in Word according to current Modern Language Association standards for format and parenthetical documentation.

### *In-class exams*

This class will have two in-class exams, a midterm and a final. Both exams will require students to identify passages from literary texts and to discuss the significance of the passages using standard terms of literary analysis used in class. Exams will also require students to develop close readings of passages.

## Course Grade Distribution

This course is divided into four units, each of which counts for 25% of the final course grade. Each unit grade is determined as follows:

- Class participation 20%
  - includes class discussion, oral presentations, peer review
- Preparatory exercises 20%
  - includes homework assignments and in-class writing assignments
- Paper assignments and exams 60%

## Class Participation Expectations

Our class constitutes a community of readers and writers who work together to develop their understanding of literature and to produce coherent and compelling papers of literary analysis. At least once a week, students will complete written assignments in class that they will hand in with the corresponding formal paper. Students will also read one another's writing in class and give constructive, helpful feedback to their peers. On occasion, students will also make informal class presentations on readings assigned for the day. In-class assignments cannot be made up.

Students are expected to be in the classroom and ready to contribute at 3:00 p.m. for every class meeting. Regular, timely attendance, along with a clear engagement with the learning opportunities in class, contributes to a positive environment for everyone's learning.

### Your class participation will be assessed as follows:

- A : Regular, helpful questions and comments that demonstrate full preparation for class meetings. Active, positive participation in all classroom discussions and activities. Conformity to all course policies as stated in this syllabus.
- B: Occasional, pertinent questions and responses; good listening. Conformity to all course policies as stated in this syllabus.
- C: Infrequent, tangential questions or comments; attentive. Conformity to all course policies as stated in this syllabus.
- D: Inconsistent conformity to policies stated in this syllabus; disengaged from discussion; not prepared for class.
- F: Regularly absent, physically or mentally; failure to contribute meaningfully to the classroom's learning community; repeated violations of classroom policies.

Students are **STRONGLY ENCOURAGED** to review the course calendar in light of their other commitments. The instructor will determine on a case-by-case basis whether or not an out-of-class commitment merits special consideration.

## Grading Standards for Papers and Exams

English 70 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.

The standards of achievement described below give a general idea 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. 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 guidelines and 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 or support claims. 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. The essay may reveal some problems in development, with insufficient specific information to illustrate or support claims. 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.

## ENGL 70 Course Calendar Fall 2019

### **Aug 22: Imagism**

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Course Introductions

Read and Discuss: Pound, "A Station in the Metro"; H.D., "Oread"; "Sea Rose"

#### **Homework for Tues Aug 27:**

- PRINT and READ course syllabus (in Canvas)
- PRINT Modernism Packet (in Canvas)
- READ and MARKUP "What is Romanticism?", "What is Imagism?", "What is Modernism?"
- READ T.S. Eliot, "The Lovesong of J. Alfred Prufrock"

### **Aug 27: Modernism**

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Read and discuss "The Lovesong of J. Alfred Prufrock"

- **Homework for Thurs Aug 29:** READ and MARKUP "The Waste Land"

### **Aug 29: "The Waste Land"**

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Read and discuss "The Waste Land"

- **Homework for Sept 3:** Read William Carlos Williams:
  - "The Red Wheelbarrow"
  - "This Is Just to Say"
  - "Between Walls"
  - "Love Song"

### **Sept 3: William Carlos Williams**

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Read and discuss Williams

- **Homework for Sept 5:** Read Hemingway, *In Our Time*, pages 1-4

### **Sept 5: Hemingway**

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Read and discuss Hemingway

- **Homework for Sept 10:** Read Hemingway, *In Our Time*, pages 49-112

### **Sept 10: Hemingway**

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Read and discuss Hemingway

- **Homework for Sept 12:** Read Hemingway, *In Our Time*, pp. 113-157

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### Sept 12: Hemingway

Read and discuss Hemingway

- **Homework for September 17:** Rough draft paper #1

### Sept 17: Rough draft paper #1 due

Bring one printed copy of paper #1 to class. Peer review rough drafts.

- **Homework for Thurs Sept 19:**
  - PRINT Harlem Renaissance Packet (in Canvas)
  - READ and MARKUP selections from Harlem Renaissance Packet:
    - "What is the Harlem Renaissance?"
    - Claude McKay, "If We Must Die"
    - Langston Hughes
      - "Mother to Son"
      - "Dream Variations"
      - "The Weary Blues"
      - "I, Too"

### Sept 19: Harlem Renaissance: Claude McKay and Langston Hughes

Read and discuss McKay and Hughes

- **Homework for Sept 24:** Final draft of paper #1. Submit peer-reviewed draft, peer review sheet, and final draft.

### Sept 24: Paper #1 due in class at 3pm

Submit rough draft, peer review form, and final paper draft.

- **Homework for Sept 26:** Read Zora Neale Hurston, "The Gilded Six-Bits"

### Sept 26: Harlem Renaissance: Zora Neale Hurston

Read and discuss "The Gilded Six-Bits"

- **Homework for Oct 1:** Read Virginia Woolf, *To the Lighthouse*, pages 3-71

### Oct 1: Virginia Woolf

Read and discuss *To the Lighthouse*

- **Homework for Oct 3:** Read *To the Lighthouse*, pages 71-124

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### **Oct 3: Virginia Woolf**

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Read and discuss *To the Lighthouse*

- **Homework for Oct 8:** Read *To the Lighthouse*, pages 125-170

### **Oct 8: Virginia Woolf**

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Read and discuss *To the Lighthouse*

- **Homework for Oct 10:** Read *To the Lighthouse* pages 170-209

### **Oct 10: Virginia Woolf**

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Read and discuss *To the Lighthouse*

- **Homework for Oct 15:** Prepare for midterm exam

### **Oct 15: Midterm Exam**

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The midterm exam will consist of a series of excerpts from the assigned texts. Students will be asked to identify the writer and the title of each excerpt and to write short essays on selected excerpts. Essays will be graded on the extent to which students identify literary devices and how they contribute to the meaning of the passage or the work from which it is taken.

- **Homework for Oct 17:** Print out contemporary poetry packet; read Rich, "Diving Into the Wreck"

### **Oct 17: Adrienne Rich**

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Read and discuss "Diving Into the Wreck"

- **Homework for Oct 22:** Read Alice Walker, *Meridian*, pp 1-64

### **Oct 22: Alice Walker**

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Read and discuss *Meridian*.

- **Homework for Oct 24:** Read *Meridian*, pp. 65-132

### **Oct 24: Alice Walker**

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Read and discuss *Meridian*.

- **Homework for Oct 29:** Read *Meridian*, pp. 133-198

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### **Oct 29: Alice Walker**

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Read and discuss *Meridian*.

- **Homework for Oct 31:** Read *Meridian*, pp. 199-242

### **Oct 31: Alice Walker**

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Read and discuss *Meridian*.

- **Homework for Nov 5:** Read Li-Young Lee (from contemporary poetry packet)
  - "The Gift"
  - "Persimmons"
  - "Eating Alone"

### **Nov 5: Li-Young Lee**

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Read and discuss Li-Young Lee

- **Homework for Nov 7:** Rough draft of Paper #2. Print out and bring one copy to class.

### **Nov 7: Rough draft paper #2 due**

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Writing workshop

- **Homework for Nov 12:** Final draft of paper #2 due.

### **Nov 12: Paper #2 due in class at 3pm**

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Submit rough draft, peer review form, and final draft of paper #2

- **Homework for Nov 15:** Read Art Spiegelman, *Maus I*, pp. 5-23

### **Nov 14: Art Spiegelman**

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Read and discuss *Maus I*

- **Homework for Nov 19:** Read *Maus I*, pp. 25-69

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### **Nov 19: Art Spiegelman**

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Read and discuss *Maus I*

**Homework for Nov 21:** Read *Maus I*, pp. 71-93

### **Nov 21: Art Spiegelman**

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Read and discuss *Maus I*

**Homework for Nov 26:** *Maus I*, pp. 95-159

### **Nov 26: Art Spiegelman**

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Read and discuss *Maus I*.

- **Homework for Dec 3:** Read Juno Diaz, "Drown"

### **Dec 3: Junot Diaz**

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Read and discuss "Drown"

Complete course evaluations (please bring laptop to class if you have one)

- **Homework for Dec 5:** Read George Saunders, "The Tenth of December"

### **Dec 5: George Saunders**

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Read and discuss "The Tenth of December"

Discuss final exam

### **Dec 11, 2:45-5pm: final exam**

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The final exam will consist of two parts: a 5-page essay on a selected work that students write in advance of the final exam meeting; and short answer/identification questions that students write during the final exam class meeting. More information will be provided during the semester.