

San José State University, Department of English & Comparative Literature
ENGL 70: Emerging Modernisms and Beyond (1860-Present)
Monday/Wednesday 1:30 – 2:45 pm
Spring 2022

Instructor:	Lukas Moe
Email:	lukas.moe01@sjsu.edu
Class Location:	Boccardo Business Education Center 122
Office Hours:	Monday and Wednesday, 10:30-11.45 (or by appointment)
Office Location:	FOB 115
Prerequisites:	English 1A

COURSE DESCRIPTION

English 70 is a course about the birth of literary modernism in the US and UK since 1860. We will read works of fiction and poetry that have defined the transatlantic literary world, from the British Victorian novel to the experimental styles of the interwar period, the American western novel, and postwar African American fiction.

COURSE FORMAT & TECHNOLOGY

You will need a computer to submit assignments and access the course Canvas page. Please read all announcements you receive through Canvas. The use of computers and tablets is permitted in class for class-related reasons.

TEXTBOOKS

James Baldwin, *Go Tell It on the Mountain* (9780345806543)

Willa Cather, *My Antonia* (9781508474616)

Charles Dickens, *Great Expectations* (9780486415864)

Dove, ed. *Penguin Anthology of Twentieth-Century American Poetry* (9780143121480)

Virginia Woolf, *Mrs. Dalloway* (9780156030359)

Learning Outcomes

(For the English Major) Students will demonstrate the ability to:

- 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) Show 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.

COURSE WORK & GRADE PERCENTAGES

- Essay 1: Close Reading, 10% (500-750 words) [CLO 1, 2, 3]
- Essay 2: Argument-driven Paper, 20% (1,000-1,500 words) [CLO 1, 2, 3, 4, 5]
- Two Reading Responses, 10% (300 words each) [CLO 1, 2, 3]
- Discussion Questions, 5% [CLO 2]
- Midterm Exam, 10%
- Final Exam, 15%
- Pop Quizzes, 5%
- Participation, including discussion boards 25%

ESSAY SUBMISSION, FORMATTING & CITATION

Essays for this class should be submitted on Canvas (under “Assignments”) as a Word doc or docx file (if you’re using an open-source word processor, such as Libre Office, please convert ODT files to doc). Please do not submit essays in PDF. Use Times New Roman or Garamond 12 pt. font, double spaced. Your essays should be formatted in MLA or Chicago style. For guidelines, see owl.purdue.edu. I strongly encourage you to visit (virtually) the SJSU Writing Center, which provides one-on-one tutoring. Make an appointment at sjsu.edu/writingcenter

ATTENDANCE AND PARTICIPATION

Participation is essential for succeeding in this course, accounting for 25% of your grade. By participation, I mean the following: attending class*; completing assigned readings; posting on the discussion board in a thoughtful and timely manner. If you don’t feel comfortable speaking in large groups, send me an email letting me know, and we’ll think of alternative ways for you to fulfill the participation requirement.

*If you need to skip class due to illness or care-taking responsibilities, let me know. If you’re symptomatic, please don’t come to class. We’ll catch you up.

ASSIGNMENTS (*Please read carefully*)

All written assignments should be submitted on Canvas, under “Assignments.”

- **Essay 1 (Due Sunday February 27):** In your close reading essay, you should in 500-750 words identify and describe a particular feature or passage of one of the readings from class. Then, show us how that feature functions formally and/or thematically in the text. How does the meaning of the text arise from its internal logic and structure: How is it put together in terms of events or actions? How is it patterned—symbolically, sonically or visually? In what ways does it, or doesn’t it, make sense? How does it use rhetorical devices to express, and in turn, inspire, attitudes, beliefs, ideas, etc.?
- **Essay 2 (Due Friday May 13):** In your argument-driven essay, you will answer a motivating question, or respond to a motivating problem, in one or more of our

course readings, drawing upon at least three library sources (academic articles or books). The essay ought to make a claim that's narrow enough to be explored fully in 4-6 pages, while broad enough to be interesting to a reader who's not already familiar with your topic. You should contextualize this question in an introductory paragraph that motivates your argument. The rest of your essay ought to answer this question in coherently organized paragraphs that stake in evidence and reasoning the claims you're making in response to the question/problem you've identified.

- **Reading responses (DUE the day after the reading assigned, by 11.59 pm):** For any two class readings throughout the semester, respond in about 300 to moment(s) in the text you found fascinating, perplexing, funny, sad, or somehow interesting. Draw from your own analysis and our discussion in class.
- **Discussion Questions:** You will have the chance to lead a classroom discussion of a text of your choice (sign-ups will happen in the second week of class). Compose 3-5 thoughtful questions that incite us to think about the reading in detail. You might ask us to consider the strange syntax in a poem, for example, or the subtle change in a narrator's voice. Feel free to make connections beyond ENGL 70. Submit your questions before the day of the assigned reading, under the "Student-led Discussions" thread in the "Discussions" tab of Canvas.
- **Discussion Board Posts:** Every week, there will be a "Discussions" thread where I'd like you to post a short reply to question(s) about the assigned readings. You may respond to your classmates' posts, but you should say something that uniquely builds upon, complicates, disagrees with, or departs from previous posts. To receive credit, your post must respond directly and substantively to the question(s). There will be 14 discussion boards in total; you must post to 12 out of 14 to receive full credit as part of your overall Participation grade.

EXAMS & QUIZZES

- **Midterm (March 14):** The midterm will consist of short written analyses of quoted passages and/or terms from readings and lecture materials, as well as a short comparative essay analyzing two or more works covered during the first half of the semester.
- **Final (May 20):** The final will be like the midterm, but in greater depth, consisting of written analyses of quoted passages, characters, and terms, as well as a comparative essay analyzing several works from the entire semester.
- Pop quizzes happen in class, and cannot be made up unless for an approved absence.

GRADING (*Please read carefully*)

Reading responses, discussion posts, quizzes and exams will be assessed on the basis of accuracy, thoroughness, use of specific evidence, and making sense.

Essays will be assessed in three respects: argument/analysis, organization, and prose style.

- The “A” essay develops an argument from clear and persuasive use of evidence drawn from the text, lecture materials or secondary sources if appropriate. It uses paragraphs effectively, and makes fluid transitions out of topic sentences that advance the argument. The prose is polished and free of errors. The essay leaves the reader with fresh insights about the topic and suggests new ways of solving an important problem.
- “B” essays are organized coherently and stake claims in evidence, using paragraphs with clear topic sentences; claims do not necessarily add up to an argument larger than the sum of its parts; lacks the originality and creativity of the “A” essay; the prose is mostly free of errors.
- “C” essays make some attempt to argue claims grounded in evidence, but lack the clarity, specificity and organization to do so effectively most of the time. It suggests an understanding of the subject matter, but its ideas are too general. The prose is held back by issues with mechanics, word choice and sentence structure, and paragraphs aren’t used effectively.
- The “D” essay demonstrates a lack of effort and/or understanding in its argument, organization and prose style. Organization is poor and ideas are unclear; it may contain serious mechanical problems that suggest the author has not taken advantage of available resources such as the Writing Center; misunderstands or fails to meet basic requirements.
- “F” is assessed to work that is more incomplete than complete; work that is not submitted or ignores the requirements.

LATE WORK POLICIES

Extensions for Essay 1 and Essay 2 may be granted as long as you request the extension by emailing me at least 24 hours before the paper’s due date. If the deadline has passed and you did not receive an extension, I will deduct 10% from the grade for a paper submitted within one week of the original deadline. It will be at my discretion to grant extensions for papers submitted later than one week after the deadline. Reading responses may be submitted no later than one week past the deadline, assessed a 10% deduction. Discussion questions and discussion board posts will not be accepted late.

EXTRA CREDIT

You can earn the equivalent of one reading response or two days of participation credit by attending a literary event on campus and writing an informal reflection (250-300 words) that makes some connection to our class. The deadline for all extra credit work is the final class meeting of the semester. See clasanjose.org for the Spring schedule of events.

PLAGIARISM

To plagiarize is to pass off someone else’s ideas as one’s own, whether to the letter or in spirit, intentionally or not. Plagiarism will result in a grade of F.

UNIVERSITY POLICIES

Per SJSU policy S16-9, university-wide information relevant to all courses, such as academic integrity, accommodations, etc. is posed at the Office of Graduate and Undergraduate Program website, sjsu.edu/gup/syllabusinfo/

COURSE SCHEDULE

Week	Date	Readings, Deadlines <i>PA = Penguin Anthology of Twentieth Century American Poetry</i> : pdfs and hyperlinked readings are located in the Canvas module
1	W 1/26	Introduction; Walt Whitman, "Song of Myself" (in class)
2	M 1/31	Herman Melville, "Bartleby" (pdf)
	W 2/2	Paul Laurence Dunbar, "Life's Tragedy," <i>PA</i> , 10, "We Wear the Mask" (pdf); Emily Dickinson, "I Dwell in Possibility" & "I'm Nobody" (hyperlink)
3	M 2/7	Charles Dickens, <i>Great Expectations</i> , pp 1-61 (chapters 1-10)
	W 2/9	<i>GE</i> , 61-113 (ch 11-18)
4	M 2/14	Beatrice Webb, "Pages from a Work-Girl's Diary" (pdf); Christina Rossetti, "Goblin Market" (hyperlink); Dickens, "Demoralization" (pdf, optional)
	W 2/16	<i>GE</i> , 113-169 (ch 19-26)
5	M 2/21	<i>GE</i> , 169-245 (ch 26-38)
	W 2/23	<i>GE</i> , 245-276 (ch 39-42)
	Su 2/27	Essay 1 due by 11.59 pm
6	M 2/28	<i>GE</i> , 276-351 (ch 43-54)
	W 3/2	Finish <i>GE</i>
7	M 3/7	Janis Stout, "Seeing and Believing" (pdf); Willa Cather, on fiction and Nebraska (hyperlink)
	W 3/9	Cather, <i>My Antonia</i> , 3-31 (Book I, ch 1-9)
8	M 3/14	Midterm Exam
	W 3/16	Cather, <i>MA</i> , 31-101 (Finish Book I, Book II)
9	M 3/21	Finish <i>MA</i>
	W 3/23	Poems by Hart Crane, <i>PA</i> , 120-125; H.D., <i>PA</i> , 65-8; Wallace Stevens, <i>PA</i> , 34-7; William Carlos Williams, <i>PA</i> , 39-43
	M 3/28	NO CLASS, SPRING RECESS

	W 3/30	NO CLASS, SPRING RECESS
10	M 4/4	Modernism packet (pdf): Ezra Pound, "Hugh Selwyn Mauberley," <i>PA</i> , 54-62
	W 4/6	Virginia Woolf, <i>Mrs. Dalloway</i> , 3-47
	M 4/11	<i>Mrs. D</i> , 47-147
	W 4/13	Continue discussion of <i>Mrs. D</i> , 47-147
	M 4/18	Finish <i>Mrs. D</i>
	W 4/20	W.E.B. DuBois, "The Sorrow Songs" (pdf); Poems by James Weldon Johnson (<i>PA</i> 7-9) and Claude McKay <i>PA</i> (93-95)
	M 4/25	James Baldwin, <i>Go Tell It On the Mountain</i> , 3-65
	W 4/27	<i>Go Tell It</i> , 69-101
	M 5/2	<i>Go Tell It</i> , 102-224
	W 5/4	Finish <i>Go Tell It</i> ; Baldwin, " <i>Everybody's Protest Novel</i> " (pdf)
	M 5/9	Poetry choose your own adventure (Authors TBA)
	W 5/11	Poetry choose your own adventure (Authors TBA)
	F 5/13	Essay 2 due by 11:59 pm
	M 5/16	Exam Review; Conclusions
	F 5/20	Final Exam