

Emerging Modernisms and Beyond Section 01

ENGL 70

Spring 2023 3 Unit(s) 01/25/2023 to 05/15/2023 Modified 01/24/2023

Contact Information

- Instructor: Dr. Kristian O'Hare
- Email: kristian.ohare@sjsu.edu
- Office Location: [Faculty Office Building \(FOB\) 215](#)
- Office Hours: MW 12-1pm (in-person) and Tuesdays 1-2pm (Zoom)
- Class Meeting Time/Location: MoWe 10:30am-11:45am / Boccardo Business Center 122

Course Description and Requisites

Exploration of Modernist and twentieth-century writings. Class engages literary text, literary history, and historical events that shape the literature of the period.

Prerequisite(s): ENGL 1A.

Letter Graded

* Classroom Protocols

Attendance

Attendance is mandatory. I understand that sicknesses and emergencies happen in everyone's life, but this class is designed to be interactive and participatory. You can't participate if you aren't here. An absence may be excused with proper documentation. Please see [University Policy F69-24 \(https://www.sjsu.edu/senate/docs/F15-12.pdf\)](https://www.sjsu.edu/senate/docs/F15-12.pdf), "Students should attend all meetings of their classes, not only because they are responsible for material discussed therein, but because active participation is frequently essential to ensure maximum benefits for all members of the class."

Tardiness

It is also very important that you arrive to class on time. When you are late you miss important information, and walking in late disrupts another person's learning. If you arrive more than 15 minutes late, you will be marked absent. If you do arrive late, enter the room quietly, take a seat near the door, and do not disrupt the work we are doing.

Late Work

Your paper is due ON or BEFORE the due date. You can turn it in any time until the due date. After that, the grade drops 10 points per day.

Program Information

The following statement has been adopted by the Department of English for inclusion in all syllabi: In English Department Courses, instructors will comment on and grade the quality of student writing as well as the quality of ideas being conveyed. All student writing should be distinguished by correct grammar and punctuation, appropriate diction and syntax, and well-organized paragraphs. The Department of English reaffirms its commitment to the differential grading scale as defined in the 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.

Within any of the letter grade ranges (e.g. B+/B/B-), the assignment of a +(plus) or -(minus) grade will reflect stronger (+) or weaker (-) completion of the goals of the assignment.

Program Learning Outcomes (PLO)

Upon successful completion of an undergraduate degree program in the Department of English and Comparative Literature, students will be able 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, including structures of power.

Department Information:

Department Name: English and Comparative Literature

Department Office: FO 102

Department Website: www.sjsu.edu/english (<https://www.sjsu.edu/english>)

Department email: english@sjsu.edu (<mailto:english@sjsu.edu>)

Department phone number: 408-924-4425

Course Materials

- There is **no required** textbook for this course; instead, I have uploaded all assigned readings onto Canvas in Modules. You must have these readings in class, for I will be asking you specific questions and pointing out key passages from these texts. In addition, I will include lectures on definitions, social and historical context, important literary terms, and author bios, so you are responsible in reviewing these lectures.
- A journal (either paper or digital) for class notes, writing exercises, daily observations, workshop responses, etc.
- Dictionary and Thesaurus. Being writers, it is important to know what words mean and to vary your word choice. There are free apps available.
- Access to a desktop, laptop, or tablet.

Course Requirements and Assignments

Participation

This grade will be based on attendance, participation, and in-class writing activities. Attendance is mandatory; please inform me in advance if you know you will miss class. Participation requires that you come to class having done the reading, and prepared to contribute to class discussion. Contribution involves listening as well as speaking, and being willing to ask questions as well as to respond to them. You will also be asked to complete various short writing exercises throughout the semester. These are “low-stakes” writing assignments, for which you will not receive an individual grade. However, I will collect them and keep them on file.

Reader Responses

Over the course of the semester, you will write 10 reader responses. Reader responses are short informal writing assignments (one page double-spaced) that will help you understand, appreciate, and respond to the readings. These responses should not be summaries, but should develop a particular idea within the text that you find interesting, provocative, and insightful. These posts will be due by 11:59PM on the night before the corresponding reading is scheduled. Check Module Schedule for due dates.

Close Reading Presentation/Discussion Lead

During the first week of the class, you will sign up for a day to begin class discussion by providing a close reading of some part of the day's scheduled reading. On your assigned presentation day, you will select a passage from the reading assigned that week and offer your interpretation. The purpose of the assignment is to develop your skills in "close reading": that is, reading and communicating your interpretation of literary texts. The presentation should conclude with several questions for the class that opens up debate and discussion. Presentations will be graded for effectiveness in generating discussion, oral delivery, and organization of material.

Essay #1 (500-750 words)

This essay will be a "close reading" of a text that we have discussed up to Week 5. You will focus on a particular passage (1 or 2 paragraphs) from an essay or short story, or a section of a poem. Close readings involve the analysis of characterization, setting, mood, images, metaphors and use of language (etc) in the passage. You will also be expected to forge an effective argument. The purpose is to set the passage in context, to engage with the language of the text and to construct an argument or interpretation of the passage. The first draft will be peer-edited; attendance is mandatory. Please contact me as soon as possible if you are ill. To receive full grade for this assignment you must complete both drafts of the essay, along with peer comments. More detailed information about this assignment will be distributed in week 2.

Essay #2 (750-1000 words)

Essay topics will be distributed in class. The essay will compare/contrast of 2 or more texts from the course. Your paper should be well-organized and clearly written, articulate a clear thesis, and provide convincing evidence. More detailed information about this assignment will be distributed in week 7.

Essay #3 (1000-1200 words)

This assignment requires you to use both primary and secondary sources to support your critical analysis of one (or more) of the literary works read in Unit 3.

Grading Information

Grading Standards

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. These standards give a general idea of the criteria applied when assessing students' written work. Detailed rubrics for every assignment 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 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.

Breakdown

Unless I make changes and announce otherwise, the overall breakdown of graded assignments will be calculated as followed:

- Reader Response Journals (10): 3 points each/30 points total
- Close Reading Presentation/Discussion Lead: 50 points
- Essay #1: 50 points
- Essay #2: 100 points
- Essay #3: 100 points
- Participation: 100 points
 - Discussion, In-Class Writings, Group Work

University Policies

Per [University Policy S16-9](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 [Syllabus Information web page](https://www.sjsu.edu/curriculum/courses/syllabus-info.php) (<https://www.sjsu.edu/curriculum/courses/syllabus-info.php>) (<https://www.sjsu.edu/curriculum/courses/syllabus-info.php>). Make sure to visit this page to review and be aware of these university policies and resources.

Course Schedule

Please consult our Canvas course site for the most up-to-date calendar of assignments.