

Emerging Modernisms and Beyond Section 80

ENGL 70

Fall 2024 3 Unit(s) 08/21/2024 to 12/09/2024 Modified 08/21/2024

Contact Information

Course Instructor: Dr. Kathleen McSharry

Office Location: N/A

Email: kathleen.mcsharry@sjsu.edu

Office Hours: MW noon-1pm

Class Meeting Times: Mon/Wed 10:30-11:45pm, via Zoom

Instructional Mode: Fully online synchronous

Prerequisites: ENGL 1A

Course Information

Online Course Information

This is a fully online course. Our class will meet on Zoom during the regularly scheduled class meetings. Students will need a reasonably stable internet connection and ideally a computer with a webcam in order to fully engage with the course.

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

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 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

Technology requirements

Our section of ENGL 70 will be conducted via Zoom during regularly scheduled class meeting times. Students are required to have an electronic device (laptop, desktop or tablet) with a camera and built-in microphone. SJSU has a free equipment loan program available for students. Students are responsible for ensuring that they have access to reliable Wi-Fi.

Use of Camera in Class

Please turn on your camera when class is in session. Seeing your face and name will help me and other students interact with you. If you have special needs or requests for individual accommodations, please contact me via our Canvas course site messaging system or directly by email at kathleen.mcsharry@sjsu.edu.

Zoom Classroom Etiquette

- **Mute your microphone:** To help keep background noise to a minimum, make sure you mute your microphone when you are not speaking.
- **Be mindful of background noise and distractions:** Find a quiet place to attend class.
 - Avoid video setups where people may be walking behind you, talking, or making noise.
 - Avoid activities that could create additional noise, such as shuffling papers or listening to music in the background.
- **Position your camera properly:** Be sure your webcam is in a stable position and focused at eye level.
- **Limit distractions and avoid multitasking:** You can make it easier to focus on class meetings by turning off notifications, closing or minimizing running apps, and putting your smartphone away (unless you are using it to access Zoom).

- **Use appropriate backgrounds:** If you use a virtual background, it should be appropriate and non-distracting.

Recording of Zoom Classes

I will record all of our class meetings. These recordings will be posted on our Canvas course site no later than the day after the given class session. Reviewing our class meetings via these recordings will enhance your learning. If you must miss one of our class sessions, the recording will provide you with an easy way to see what we discussed. Bear in mind that assignments completed in class will be turned in at the end of the given class session. I do not accept late submissions of in-class work.

Policy on late work

If you are experiencing trouble staying current with our course, please let me know as soon as possible. By notifying me promptly of any difficulties, you enable me to work with you to develop a plan for getting back on track. I will not accept late work unless advance arrangements are made. 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

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

Required Texts

All books are available for purchase in the campus bookstore.

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

Toni Morrison. *Sula*. NY: Vintage.

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

For each class meeting, students are required to have the following materials at hand:

1. A copy of the literary text assigned for the day
2. Writing implements
3. A pad of paper for taking notes, drafting responses to texts, and drawing pictures

Course Requirements and Assignments

Class participation: 15 points; 15% of course grade

Regular class participation is essential to the success of our online course. For this reason, class participation comprises 15% of the course grade. The rubric below identifies the criteria and levels of achievement that will be used to assess each student's class participation.

Criteria	Poor (0%)	Fair (50%)	Excellent (100%)
Camera	Student logged on but camera is turned off for most or all of class.	Camera is turned on for most class meetings.	Camera is turned on consistently.
Physical set up	Student is not situated in a space that promotes learning (e.g. in transit, at an appointment).	Student logs on using a laptop, desktop, or other device that enables quick interaction with the class. Student is equipped with required materials for the day (assigned readings, writing implements, paper).	Student is seated at a desk or table, using a laptop or desktop, equipped with the required materials for the day (assigned readings, writing implements, paper).
Verbal participation	Student offers minimal or no verbal commentary. Comments may be off topic or unconstructive.	Student verbally participates when called upon. Comments are pertinent to the material under discussion and demonstrate respect for the class community.	Student participates verbally throughout the class meeting. Comments advance class discussion and demonstrate respect for the class community.

Use of chat	Little to no use of chat; chat entries lack substance, are off topic, or unconstructive.	Student uses chat function to respond to class activities and to support other students.	Student uses chat to respond to questions, to build on other students' comments, and to raise relevant ideas.
Comprehension of material	Participation failed to demonstrate or was insufficient to demonstrate understanding of assigned material for the day.	Student's class contributions demonstrate understanding of assigned material for the day.	Student's contributions reflect thorough understanding of material and ability to connect ideas across different assignments.

Course Requirements and Assignments (cont.)

In addition to the class participation requirements detailed on the previous page, this section of ENGL 70 includes the required assignments described below. Students are strongly encouraged to schedule individual meetings throughout the term to receive focused feedback on their writing process.

Three 500-word close reading assignments: 6 or 7 points each; 19% of course grade

The 500-word writing assignments provide students with practice in developing written analyses of short passages of text. These short writing assignments involve no research and may serve as the basis for longer papers.

Two first drafts: 8 points each; 16% of course grade

1200-word first drafts of formal papers are required. These drafts may build on the 500-word analyses described above. The drafts are to be extended analyses of a text that do not incorporate any sources. Drafts are to be submitted via Canvas at the beginning of the class period on the day they are due.

Two research assignments: 5 points each; 19% of course grade

For the three formal papers, students are required to submit complete bibliographic information about peer-reviewed sources they plan to incorporate into their analyses. Approved sources provide historical, cultural, political, literary, and biographical contexts for students' own analyses of literary texts. Students are not allowed to use any sources that provide interpretations of the works about which they have chosen to write. In-class workshops will prepare students for these assignments. All required writing for this course must include citations for any works consulted.

Two final drafts: 20 points each; 40% of course grade

Students will write two out-of-class papers of literary analysis (1500 words each, excluding preliminary assignments), which will demonstrate their abilities to read text closely, to incorporate peer-reviewed source material into their papers ethically and accurately, and to develop reasoned analyses of literary texts. Classroom activities and homework assignments are designed to create strong foundations for these papers.

✓ Grading Information

Graded Assignments		
Due	Assignment	Points
Sep 11	500-word analysis— 1a	6
Oct 2	500-word analysis— 1b	6
Oct 7	First draft paper 1	8
Oct 9	Works Cited paper 1	5
Oct 14	Final draft paper 1	20
Nov 20	500-word analysis—2	7
Dec 4	Works Cited paper 2	5
Dec 9	First draft paper 2	8

Dec 12	Final draft paper 2	20
	Class participation	15
TOTAL		100

Criteria

Grading Standards for Writing Assignments

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 papers and exams 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.

University Policies

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