ENGLISH 70-1 "LITERATURE SURVEY 1860 TO THE PRESENT"
FALL 2017

(This syllabus is online at: www.sjsu.edu/english/ENGLgreensheets/2017ENGLfall/index.html)

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Required Texts:
> Eliot, *Silas Marner* (Signet 978-0451530622)
> Twain, *The Adventures of Huckleberry Finn* (Bantam 978-0553210798)
> Stevenson, *Dr. Jekyll and Mr. Hyde* (Signet 978-0451532251)
> Conrad, *Heart of Darkness and The Secret Sharer* (Signet 978-0451531032)
> Chopin, *The Awakening and Selected Stories* (Signet 978-0451524485)
> Hemingway, *The Snows of Kilimanjaro* (Scribner 978-0684804446)
> Hemingway, *The Old Man and the Sea* (Scribner 978-0684801223)
> Morrison, *Song of Solomon* (Vintage 978-1400033423)
> *Poetry Packet that I will provide via PDF file.

Course Description and Objectives: The third course in the new lower-division survey sequence intended for English majors, English 70 "Emerging Modernisms and Beyond" is a 3-unit course that explores Modernist and twentieth-century literature in Britain and America. The class engages the principal literary works, literary history, and historical events that shape the literature of the period from 1860 to the present. The course goals are for students to become acquainted with the philosophical movements, literary themes, and genres of the time period as well as with the major authors whose works represent those concerns.

Course Student Learning Objectives (SLO): The Department of English and Comparative Literature has established the following Student Learning Objectives (SLO) for its baccalaureate courses, such as English 70: 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.

<u>University's Credit Hour Requirement</u>:
"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 3 hours per unit per week with 1 of the hours used for lecture) for instruction or preparation/studying or course related activities including but not limited to internships, labs, and clinical practica. Other course structures will have equivalent workload expectations as described in the syllabus"

<u>Assignments and Correspondence to SLO, Grading, and Due Dates</u>:
> There are three (3) written assignments, as follows:
>> 1) First Take-Home Essay Examination, due **Monday, October 2nd.**
>> Meets SLO 1, 2, 3, and 5.
>> 2) Second Take-Home Essay Examination, due **Monday, November 13th.**
>> Meets SLO 1, 2, 3, and 5.
>> 3) Third Take-Home Essay Examination, due **Monday, December 11th.**
>> Meets SLO 1, 2, 3, and 5.

> Each of the three (3) examinations accounts for one-third (⅓) of the final course grade. Class participation will factor into any "rounding off" if necessary, although this is typically minimal.

<u>Grading</u>:
> The Department of English and Comparative Literature 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- = <u>excellent</u>; B+/B/B- = <u>above average</u>; C+/C/C- = <u>average</u>; D+/D/D- = <u>below average</u>; F = <u>failure</u>. Within any of the letter grade ranges (*exempli gratia*, B+/B/B-), the assignment of a + (plus) or – (minus) grade will reflect stronger (+) or weaker (-) completion of the goals of the assignment. In English and Comparative Literature courses, instructors will comment on and grade the quality of student writing as well as the quality of the ideas being conveyed. All student writing should be distinguished by correct grammar and punctuation, appropriate diction and syntax, and well-organized paragraphs.

<u>Departmental Policy on Grading Written Assignments</u>:
Grades issued will adhere to the following SJSU academic standards of assessment:
> The " 'A' Range " essay will be well organized and well developed, demonstrating a clear understanding and fulfillment of the assignment. It will show the student's ability to use language effectively and construct sentences distinguished by syntactic complexity and variety. Such essays will be essentially free of grammatical, mechanical, and usage errors.
> The " 'B' Range " essay will demonstrate competence in the same categories as the " 'A' Range " essay. The chief difference is that the " 'B' Range " essay will show some slight weaknesses 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' Range " essay will complete all tasks set by the assignment, but show weakness in fundamentals (usually development), with barely enough specific information to illustrate the

experience or support generalizations. The sentence construction may be less mature, and the use of language less effective and correct than the " 'B' Range " essay.

The " 'D' Range " essay will neglect one of the assigned tasks and be noticeably superficial in its treatment of the assignment – that is, too simplistic or short. The essay may reveal some problems in development, with insufficient specific information to illustrate the experience or support generalizations. It will contain grammatical, mechanical, and usage errors that render some sentences incomprehensible.

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.

Procedures:
1) **All due dates are absolute**. Failure to turn in an examination on its due date will result in a lowered grade. In case of a legitimate – and verifiable – emergency, please contact me *before* the examination is due, if possible.
2) **All examinations must be typed**. Use 14-point, double-space and paginate the manuscript, and turn in the examination to me during class the day it is due. You must turn in a **hard copy**; an emailed examination is not accepted and will not count as your having submitted it.
3) **The length of each examination** will vary from student to student, of course. Generally, the *approximate* length of a take-home examination is 7-8 pp.
4) **Concerning Attendance**: You must make a friend in the class from whom you are able to get notes for any lecture or discussion you should happen to miss. I cannot conduct private tutorials with you, either by email or during office hours, in order to replicate what you missed by not attending class. Do not ask me to do so. However, after you have caught up on the reading and thoughtfully considered your friend's notes, feel free to ask me specific questions should you need clarification.
5) **Please do not ask for special treatment** of any kind or to be exempted from any class procedure – any such request will not be granted.

University Policies: The link below contains university-wide policy information relevant to all courses, such as academic integrity, accommodations, etc.: www.sjsu.edu/gup/syllabusinfo/

70-1 FALL 2017 ASSIGNMENT SCHEDULE

Aug. 23   Course Introduction; Introduction to Romanticism, Realism, and Modernism

28   Dickinson, "I Died for Beauty" and "I Heard a Fly Buzz" (poetry handout)

30   Eliot, *Silas Marner* (pp. 1–66, Chapters 1 through 8)

Oct. 30   Hemingway, "The Snows of Kilimanjaro" (pp. 15—28)

Nov. 01   Hemingway, "The Short Happy Life of Francis Macomber" (p. 121)

       06   Hemingway, *The Old Man and the Sea* (pp. 9—61)

       08   *The Old Man and the Sea* (pp. 62—127)

       13   **Second Examination Due**
              Robinson, "Luke Havergal," "The House on the Hill," and "Richard Cory"
              (poetry handout)

       15   Frost, "After Apple-Picking," "Birches," and "Stopping by Woods On a Snowy
              Evening" (poetry handout)

       20   No Class

       22   Non-Instructional Day

       27   Millay, "What Lips My Lips Have Kissed" (poetry handout)
              Cullen, "Yet Do I Marvel" and "For a Lady I Know" (poetry handout)

       29   Morrison, *Song of Solomon* (pp. 3—112, Chapters 1 through 4)

Dec. 04   *Song of Solomon* (pp. 113—216, Chapters 5 through 9)

       06   *Song of Solomon* (pp. 219—337, Chapters 10 through end)

       11   **Third Examination Due**