

# San José State University

Spring 2015

## Department of English & Comparative Literature

### English 101: Introduction to Literary Criticism

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<b>Office Hours:</b>	Tu/Th 12:30—1:30 PM & By Appointment
<b>Class Days/Time:</b>	Fridays 9:30 AM - 12:15 PM
<b>Classroom:</b>	Clark Building 306
<b>Prerequisites:</b>	WST, Core GE, Upper Division Standing, completion of (or co-registration in) 100W

#### Course Description

Designed for students of English & Comparative Literature, *Introduction to Literary Criticism* deals with Literary Criticism, which is understood as “theory and application of various historical and contemporary approaches to literature, such as formalism, structuralism, new criticism, cultural studies, new historicism, post-structuralism, Marxism, post-colonialism, feminism, etc.” Through extensive discussions, exercises, and practices, the course entails “application of these approaches to works of literature” in order to help students develop their critical skills and perspectives. Format: A combination of Lecture/Seminar/Workshop, with exams, term paper, presentations, group activities, & quizzes.

**Amount of writing required: 5000+ words** (research paper + two essays)

**Prerequisites: WST, Core GE, Upper Division Standing, completion of (or co-registration in) 100W.**

## Course Objectives

The following are the major goals and objectives of this course:

- (1) Expose ourselves to a broad variety of theoretical approaches and critical issues related to the reading and study of literature;
- (2) Familiarize ourselves, through application, with some of the major critical tools commonly used in the reading and study of literature;
- (3) Contextualize the study of literature in terms of the larger social, historical, cultural, and political environments in which literature is produced and by which intellectual discourse concerning literature is informed;
- (4) Examine the nature of Literary Studies and Theory in contemporary times as a contested discipline undergoing transformation;
- (5) Develop the abilities to write critical responses, essays, and research papers on literature.

## Departmental Learning Objectives

English 101 serves four of the five learning objectives of the Department of English and Comparative Literature, by having students demonstrate the ability to:

- Read closely in a variety of forms, styles, structures, and modes, and articulate the value of “close reading” or close analysis in the study of both literature and film (ENG SLO1);
- Write clearly, effectively, and creatively, and adjust writing style appropriately to the content, the context, and the nature of the subject (ENG SLO 3);
- Develop and carry out research projects, and locate, evaluate, organize, and incorporate information effectively (ENG SLO 4);
- Articulate the relations among culture, history, and texts (ENG SLO 5).

**Note: ENG SLO 5 will be assessed this semester by means of a student presentation project (see separate instructions)**

### Texts / Readings

#### Required Texts:

1. Charles E. Bressler, *Literary Criticism: An Introduction to Theory and Practice* (2<sup>nd</sup> edition)-- out of print but available from Amazon.com.
2. David Richter, ed. *Falling into Theory* (1<sup>st</sup> edition) -- out of print but available from Amazon.com.

**Recommended Texts & Resources (see separate handout for access instructions):**

1. Rene Wellek, *Theory of literature*. (online)
2. M. H. Abrams, *A Glossary of Literary Terms*. (online)
3. *The Johns Hopkins Guide to Literary Theory & Criticism*. (online)
4. Purdue OWL (online)

**Primary Texts Frequently Referenced (see separate handout for access instructions):**

1. Shakespeare, *The Tempest* (online / any edition)
2. Joseph Conrad, *Heart of Darkness* (online / any edition)
3. Andrew Marvell, "To His Coy Mistress" (online / any edition)

**Assignments and Grading Policy\***

Course Grading Guidelines\*\*

Students are graded on the following matrix of credits involving their critical thinking, reading, writing, research, discussions and presentations, quizzes/tests and exams, group projects, and overall performance:

Exams	2 X 100 points	= 200 points
Essays	2 Critical Analyses X 100 points	= 200 points
Presentation Project 1	1 X 100 points	= 100 points
Presentation Project 2	1 X 100 points	= 100 points
Research Paper	1 X 200 points	= 200 points
Overall Performance (Quizzes, Participation, Effort, etc.)		= 200 points

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TOTAL = 1000 points

\* For numerical score and grade equivalents see the following tables:

Table One: Essays

A- = 90 – 93; A = 94 – 96; A+ = 97 – 99

B- = 80 – 83; B = 84 – 86; B+ = 87 - 89

C- = 70 – 73; C = 74 – 76; C+ = 77 – 79

D- = 60 – 63; D = 64 – 66; D+ = 67 – 69

F or below = 0 for essays.

Table Two: Course Grade

A- = 900 – 933; A = 934 – 966; A+ = 967 – 999

B- = 800 – 833; B = 834 – 866; B+ = 867 - 899

C- = 700 – 733; C = 734 – 766; C+ = 767 – 799

D- = 600 – 633; D = 634 – 666; D+ = 667 – 669

F = 559 or below.

\*\* Students are advised to take note of the following policy statement mandated by the Department of English with regard to grading (effective May 17, 1994):

“The Department of English reaffirms its commitment to the differential grading scale as defined in the official 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.

Courses graded according to the A, B, C, No Credit system shall follow the same pattern, except that NC, for No Credit, shall replace D or F. In A, B, C, No Credit courses NC shall also substitute for W (for Withdrawal) because neither NC nor W affects students' grade point averages. This statement shall be included in all Department of English syllabi or greensheets.”

In addition, 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.”

### **Departmental Policy on Grading Written Assignments**

“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. *Grades issued will represent a full range of student performance and will adhere to the following SJSU **academic standards of assessment**:*

The “**A**” 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**” essay will demonstrate competence in the same categories as the “**A**” essay. The chief difference is that the “**B**” 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**” 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” essay.

The “D” 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.

## **Class Policy on Late Assignments and Incompletes**

1. Assignments shall be turned in when due. Penalty applies to late take-home assignments at the rate of –10%/day overdue of the actual grade earned; maximum penalty up to 100% deduction of grade earned for the work assigned. There will be no make-up for in-class assignments and quizzes. Exams must be taken at the times and dates scheduled, unless an alternative arrangement is granted by the professor.
2. Essay assignments and research papers must be printed to receive credit.
3. Incomplete course work will result in actual grade earned based on points accumulated; an "I" course grade will not be given without signing a contract with the instructor at least two weeks prior to the last instruction day.

## **Class Policy on Record Keeping**

Keep a record of all assignments you have completed. In particular, save backup copies of your essays/papers. For future portfolio purposes, students—ESPECIALLY MAJORS in English & Comparative Literature--are advised to preserve essays/papers graded and returned to them until graduation.

## **Classroom Protocol**

1. Participation is understood to be an essential aspect of learning in this class. Absence without leave, late arrival, unauthorized breaks, early departure, and inattentiveness will be considered in my evaluation of the your participation.
2. The use of cell phones is prohibited.
3. The use of laptops for purposes inconsistent with class activities is prohibited.
4. Ingestion of food inside the classroom is prohibited.

## **University Policies**

### **Dropping and Adding**

Students are responsible for understanding the policies and procedures about add/drop, grade forgiveness, etc. Refer to the current semester's [Catalog Policies](http://info.sjsu.edu/static/catalog/policies.html) section at <http://info.sjsu.edu/static/catalog/policies.html>. Add/drop deadlines can be found on the current academic year calendars document on the [Academic Calendars webpage](http://www.sjsu.edu/provost/services/academic_calendars/) at [http://www.sjsu.edu/provost/services/academic\\_calendars/](http://www.sjsu.edu/provost/services/academic_calendars/). The [Late Drop Policy](http://www.sjsu.edu/aars/policies/latedrops/policy/) is available at <http://www.sjsu.edu/aars/policies/latedrops/policy/>. Students should be aware of the current deadlines and penalties for dropping classes.

Information about the latest changes and news is available at the [Advising Hub](http://www.sjsu.edu/advising/) at <http://www.sjsu.edu/advising/>.

### **Consent for Recording of Class and Public Sharing of Instructor Material**

[University Policy S12-7](http://www.sjsu.edu/senate/docs/S12-7.pdf), <http://www.sjsu.edu/senate/docs/S12-7.pdf>, requires students to obtain instructor's permission to record the course and the following items to be included in the syllabus:

- “Common courtesy and professional behavior dictate that you notify someone when you are recording him/her. You must obtain the instructor's permission to make audio or video recordings in this class. Such permission allows the recordings to be used for your private, study purposes only. The recordings are the intellectual property of the instructor; you have not been given any rights to reproduce or distribute the material.”
  - It is suggested that the greensheet include the instructor's process for granting permission, whether in writing or orally and whether for the whole semester or on a class by class basis.
  - In classes where active participation of students or guests may be on the recording, permission of those students or guests should be obtained as well.
- “Course material developed by the instructor is the intellectual property of the instructor and cannot be shared publicly without his/her approval. You may not publicly share or upload instructor generated material for this course such as exam questions, lecture notes, or homework solutions without instructor consent.”

### **Academic integrity**

Your commitment, as a student, to learning is evidenced by your enrollment at San Jose State University. The [University Academic Integrity Policy S07-2](http://www.sjsu.edu/senate/docs/S07-2.pdf) at <http://www.sjsu.edu/senate/docs/S07-2.pdf> requires you to be honest in all your academic course work. Faculty members are required to report all infractions to the office of Student Conduct and Ethical Development. The [Student Conduct and Ethical Development website](http://www.sjsu.edu/studentconduct/) is available at <http://www.sjsu.edu/studentconduct/>.

## **Campus Policy in Compliance with the American Disabilities Act**

If you need course adaptations or accommodations because of a disability, or if you need to make special arrangements in case the building must be evacuated, please make an appointment with me as soon as possible, or see me during office hours. [Presidential Directive 97-03](http://www.sjsu.edu/president/docs/directives/PD_1997-03.pdf) at [http://www.sjsu.edu/president/docs/directives/PD\\_1997-03.pdf](http://www.sjsu.edu/president/docs/directives/PD_1997-03.pdf) requires that students with disabilities requesting accommodations must register with the [Accessible Education Center](http://www.sjsu.edu/aec) (AEC) at <http://www.sjsu.edu/aec> to establish a record of their disability.

## **Accommodation to Students' Religious Holidays**

San José State University shall provide accommodation on any graded class work or activities for students wishing to observe religious holidays when such observances require students to be absent from class. It is the responsibility of the student to inform the instructor, in writing, about such holidays before the add deadline at the start of each semester. If such holidays occur before the add deadline, the student must notify the instructor, in writing, at least three days before the date that he/she will be absent. It is the responsibility of the instructor to make every reasonable effort to honor the student request without penalty, and of the student to make up the work missed. See [University Policy S14-7](http://www.sjsu.edu/senate/docs/S14-7.pdf) at <http://www.sjsu.edu/senate/docs/S14-7.pdf>.

## **Student Technology Resources**

Computer labs for student use are available in the [Academic Success Center](http://www.sjsu.edu/at/asc/) at <http://www.sjsu.edu/at/asc/> located on the 1st floor of Clark Hall and in the Associated Students Lab on the 2nd floor of the Student Union. Additional computer labs may be available in your department/college. Computers are also available in the Martin Luther King Library. A wide variety of audio-visual equipment is available for student checkout from Media Services located in IRC 112. These items include DV and HD digital camcorders; digital still cameras; video, slide and overhead projectors; DVD, CD, and audiotape players; sound systems, wireless microphones, projection screens and monitors.

## **SJSU Peer Connections**

Peer Connections, a campus-wide resource for mentoring and tutoring, strives to inspire students to develop their potential as independent learners while they learn to successfully navigate through their university experience. You are encouraged to take advantage of their services which include course-content based tutoring, enhanced study and time management skills, more effective critical thinking strategies, decision making and problem-solving abilities, and campus resource referrals.

In addition to offering small group, individual, and drop-in tutoring for a number of undergraduate courses, consultation with mentors is available on a drop-in or by appointment basis. Workshops are offered on a wide variety of topics including preparing for the Writing Skills Test (WST), improving your learning and memory, alleviating procrastination, surviving your first semester at SJSU, and other related topics. A computer lab and study space are also available for student use in Room 600 of Student Services Center (SSC).

Peer Connections is located in three locations: SSC, Room 600 (10th Street Garage on the corner of 10<sup>th</sup> and San Fernando Street), at the 1st floor entrance of Clark Hall, and in the Living Learning Center (LLC) in Campus Village Housing Building B. Visit [Peer Connections website](http://peerconnections.sjsu.edu) at <http://peerconnections.sjsu.edu> for more information.

### ***SJSU Writing Center***

The SJSU Writing Center is located in Clark Hall, Suite 126. All Writing Specialists have gone through a rigorous hiring process, and they are well trained to assist all students at all levels within all disciplines to become better writers. In addition to one-on-one tutoring services, the Writing Center also offers workshops every semester on a variety of writing topics. To make an appointment or to refer to the numerous online resources offered through the Writing Center, visit the [Writing Center website](http://www.sjsu.edu/writingcenter) at <http://www.sjsu.edu/writingcenter>. For additional resources and updated information, follow the Writing Center on Twitter and become a fan of the SJSU Writing Center on



Facebook. (Note: You need to have a QR Reader to scan this code.)

### ***SJSU Counseling Services***

*The SJSU Counseling Services is located on the corner of 7<sup>th</sup> Street and San Fernando Street, in Room 201, Administration Building. Professional psychologists, social workers, and counselors are available to provide consultations on issues of student mental health, campus climate or psychological and academic issues on an individual, couple, or group basis. To schedule an appointment or learn more information, visit [Counseling Services website](http://www.sjsu.edu/counseling) at <http://www.sjsu.edu/counseling>.*

**The instructor reserves the right to revise this greensheet. Updates will be provided in class or by email in a timely manner or as soon as possible.**

## **Spring 2015, Course Schedule for English 101**

Week	Date	Topics, Readings, Assignments, Deadlines
1	1/23	Introduction to the course; Course Materials Student Presentation Projects [SLO 5] (1) Group Presentation; (2) Individual Presentation Research Project Criticism Exercise – Reading Poems Discuss <i>The Tempest</i> next week
2	1/30	<i>The Tempest</i> <b>Definition.</b> <i>Literary Criticism</i> , Chapter 1; see also Rene Wellek Discuss <i>Heart of Darkness</i> next week
3	2/6	<i>Heart of Darkness</i> <b>History of Criticism.</b> <i>Literary Criticism</i> , Chapter 2 Falling into Theory Group 1?
4	2/13	<b>New Criticism.</b> <i>Literary Criticism</i> , Chapter 3 Falling into Theory Group 2
5	2/20	<b>Reader-Response Criticism.</b> <i>Literary Criticism</i> , Chapter 4 Falling into Theory Group 3
6	2/27	<b>Structuralism.</b> <i>Literary Criticism</i> , Chapter 5 Falling into Theory Group 4
7	3/6	<b>Deconstruction.</b> <i>Literary Criticism</i> , Chapter 6 Falling into Theory Group 5
8	3/13	<b>Midterm Exam.</b> <b>Essay 1 Due</b> Falling into Theory Group 6
9	3/20	<b>Psychoanalytic Criticism.</b> <i>Literary Criticism</i> , Chapter 7 Falling into Theory Group 7
10	3/23 -3/27	<b>SPRING BREAK, NO CLASS</b>
11	3/31 4/3	<b>Cesar Chavez Day, Campus Closed, No Class</b> <b>Feminism.</b> <i>Literary Criticism</i> , Chapter 8 Falling into Theory Group 8

Week	Date	Topics, Readings, Assignments, Deadlines
12	4/10	<b>Review and research</b>
13	4/17	<b>Marxism.</b> <i>Literary Criticism</i> , Chapter 9 Falling into Theory Group 9
14	4/24	<b>Cultural Poetics/New Historicism</b> <i>Literary Criticism</i> , Chapter 10 Falling into Theory Group 10
15	5/1	<b>Cultural Studies/Postcolonialism.</b> <i>Literary Criticism</i> , Chapter 11 Falling into Theory Group 11?
16	5/8	Review; <b>Research paper Due</b> ; Conclusion to the course
17	5/15	<b>5/15 (Friday) Final Exam: 07:15-09:30.</b> <b>Essay #2 Due</b>