

San José State University

Department of English and Comparative Literature
English 163, Section 1, Spring 2016

Course and Contact Information

Instructor: Professor Karen English
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Office Hours: MW 12-1pm; and by appointment
Class Days/Time: TTH 10:30-11:45pm
Classroom: BBC 120

Web Page and MYSJSU Messaging

Course materials such as syllabus, handouts, notes, assignment instructions, etc. can be found on my faculty web page at <http://www.sjsu.edu/people/Karen.English> and/or on the Canvas learning management system course website. You are responsible for regularly checking with the messaging system through MySJSU, Canvas, and university email to learn of any updates.

Course Description

Through lecture, discussion, and writing, this course explores topics in American Literature between 1865-1945. Our focus is American women writers of the 1920s and 1930s.

Course Goals and Student Learning Objectives

In this course, we will engage in all phases of those reading, thinking, researching, and writing processes that produce clear and purposeful critical essays that demonstrate an understanding of and illuminate for others how literature contains and conveys its effects and meanings. By engaging this work, students will accomplish

How English and Comparative Literature Goals for B.A. Will Be Met

Department Learning Goal	How will this goal be achieved?
• 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	Students will read poetry analytically for half of the term; they will study two longer works: a novel and a play. Students will also read critical essays.
• show familiarity with major literary works, genres, periods, and critical approaches to British, American, and World Literature	The readings for this course are drawn from both British and American literature.
• write clearly, effectively, and creatively, and adjust	The writing assignments in this course require students

writing style appropriately to the content, the context, and the nature of the subject	to practice different kinds of literary analysis.
• develop and carry out research projects, and locate, evaluate, organize, and incorporate information effectively	In their critical essays, students will do research on and incorporate information from outside sources into their arguments.
• articulate the relations among culture, history, and texts	All reading and writing assignments involve cross-cultural, trans- historical, or inter-textual discourse.

Required Texts/Readings: available at Spartan Stores and online vendors

Required Texts:

The Age of Innocence by Edith Wharton, Oxford 9780199540013

Plays by Susan Glaspell, Cambridge 9780521312042

One of Ours by Willa Cather, Random 9780679737445

Complete Poems by Dorothy Parker, Penguin 9780143106081

Bread Givers by Anzia Yezierska, Norton 9780892552900

Pale Horse, Pale Rider by Katherine Anne Porter, HBC 9780151707553

Dust Tracks on a Road by Zora Neale Hurston, Harper 9780062004833

Recommended Texts: available at Spartan Stores and online vendors

Harmon and Holman, *A Handbook to Literature*, 12th ed., ISBN 9780205024018

A college level grammar handbook plus a college level dictionary; or use www.onelook.com search engine

Library Liaison

Prof. Toby Matoush (Toby.Matoush@sjsu.edu) and her web site is <http://libguides.sjsu.edu/english>

Course Requirements and Assignments

SJSU classes are designed such that in order to be successful, it is expected that students will spend a minimum of forty-five hours for each unit of credit (normally three hours per unit per week), including preparing for class, participating in course activities, completing assignments, and so on. More details about student workload can be found in [University Policy S12-3](http://www.sjsu.edu/senate/docs/S12-3.pdf) at <http://www.sjsu.edu/senate/docs/S12-3.pdf>.

NOTE that [University policy F69-24](http://www.sjsu.edu/senate/docs/F69-24.pdf) at <http://www.sjsu.edu/senate/docs/F69-24.pdf> states that “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 insure maximum benefit for all members of the class. Attendance per se shall not be used as a criterion for grading.”

Grading Policy

Grades and Grading Statement: The Department of English reaffirms its commitment to the differential grading scale as defined in the official SJSU [Catalog](#). Grades issues must represent a full range of student performance. English 100W is an A-F course. A = excellent, B = above average, C = average; D = below average; F = failure.

Academic Standards for 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 to 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 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 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 too 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/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.

Course Requirements

Grades: The final grade in this course will be determined as follows: Class Work (includes participation, oral presentations, and quizzes) 10%; critical essays: 60%. Midterm and Final examination: 15% each. All written assignments must be completed and submitted for grading for a student to receive a passing grade in this course.

Essays: These papers will be essays with explicit instructions with specific due dates. Undergraduates will write 500-650 word essays; graduate students will write 600-750 word essays.

Undergraduates will complete **6** paper assignments; graduate students will complete all **7** assignments. **Late essays are not accepted without prior and explicit instructor permission. Late papers are always penalized 10% per late class.** Paper assignments satisfy **SLOs 2, 3, 5.**

Participation is evaluated by student’s level of preparation and *active* participation in all classroom discussions and activities.

Classroom Protocol

Students are expected to attend all classes and arrive on time. Wireless electronic devices will be used in the classroom *only* with **explicit** instructor permission.

University Policies

General Expectations, Rights and Responsibilities of the Student

As members of the academic community, students accept both the rights and responsibilities incumbent upon all members of the institution. Students are encouraged to familiarize themselves with SJSU's policies and practices pertaining to the procedures to follow if and when questions or concerns about a class arises. See [University Policy S90-5](http://www.sjsu.edu/senate/docs/S90-5.pdf) at <http://www.sjsu.edu/senate/docs/S90-5.pdf>. More detailed information on a variety of related topics is available in the [SJSU catalog](http://info.sjsu.edu/web-dbgen/narr/catalog/rec-12234.12506.html), at <http://info.sjsu.edu/web-dbgen/narr/catalog/rec-12234.12506.html>. In general, it is recommended that students begin by seeking clarification or discussing concerns with their instructor. If such conversation is not possible, or if it does not serve to address the issue, it is recommended that the student contact the Department Chair as a next step.

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/. 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."
- "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 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 10th 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 7th 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>.

English 163 Spring 2016 Schedule of Classes and Assignments

This schedule may be changed at the discretion of the instructor. I will make announcements in class and through Canvas if changes are made. Unless otherwise indicated, poems come from the anthology. Readings satisfy **GELOs 1, 2, and 5**.

Week	Date	Topics, Readings, Assignments, Deadlines
1	Jan 28	Introduction: Modernism in Literature
1	Feb 2	READING: Wharton, <i>The Age of Innocence</i> , Chapters 1-10, pages 1-64
2	Feb 4	READING: Wharton, Chapters 11-18, pages 65-124
2	Feb 9	READING: Wharton, Chapters 19-26, pages 125-189
3	Feb 11	READING: Wharton, Chapters 27-34, notes
3	Feb 16	READING: Yeziarska, <i>Bread Givers</i> Chapters 1-6, pages 1-110 WRITING: Essay #1 (on Wharton) due in class
4	Feb 18	READING: Yeziarska, Chapters 7-13, pages 111-184
4	Feb 23	READING: Yeziarska, Chapters 14-21, pages 185-297
5	Feb 25	READING: Glaspell, <i>Trifles</i> and Intro. pages 1-45 WRITING: Essay #2 (on Yeziarska) due in class
5	Mar 1	READING: Cather, <i>One of Ours</i> , Book I, pages 1-95

Week	Date	Topics, Readings, Assignments, Deadlines
6	Mar 3	READING: Cather, Book II, pages 99-162
6	Mar 8	READING: Cather, Books III & IV, pages 165-265
7	Mar 10	READING: Cather, Books IV and V, pages 165-370
7	Mar 15	READING: Glaspell, <i>The Verge</i> , pages 56-101 WRITING: Essay #3 (on Cather) due in class
8	Mar 17	READING: Glaspell, <i>Inheritors</i> , pages 103-129
8	Mar 22	READING: Glaspell, pages 129-157
9	Mar 24	WRITING: Paper #4 (on Glaspell) due in my office by 1pm Midterm on Canvas due April 4
		SPRING BREAK March 25-April 3
9	Apr 5	READING: Parker, "A Well-Worn Story" 10; "Braggart" 20; "Story of Mrs. W---" 30; "Chant for Dark Hours" 41; "Verse Reporting Late Arrival . . ." 43; "Inventory" 44; "Now at Liberty" 45; "Résumé" 51; "Verse for a Certain Dog" 56; "Song of Perfect Propriety" 58-9
10	Apr 7	READING: Parker, "One Perfect Rose" 61; "Love Song" 65; "News Item" 71; "Song of One of the Girls" 72; "Symptom Recital" 77; "Biographies" 85-86; "Bric-à-Brac" 102; "Interior" 103; "A Pig's-Eye View of Literature" 111-113; "Of a Woman, Dead Young" 183; "Sonnet on an Alpine Night" 186
10	Apr 12	READING: Parker, "Verses in the Night" 135-136; "Oh, Look—I Can Do It Too" 227-228 e.e. cummings, "XXX" http://www.unc.edu/~bjerniga/ T. S. Eliot, "Hysteria" http://www.poetryfoundation.org/poem/173475 Gertrude Stein, "A little called Pauline" http://www.gutenberg.org/files/15396/15396-h/15396-h.htm
11	Apr 14	READING: Parker, <i>Hymns of Hate</i> : "Actors" 232, "Actresses" 217, "Bohemians" 224, "Books" 271, "Bores" 239, "College Boys" 350, "Drama" 248, "Husbands" 338, "Men" 214, "Movies" 257, "the Office" 229, "Parties" 251, "Reformers" 311, "Relatives" 219, "Slackers" 221, "Summer Resorts" 306, "Wives" 330, "Women" 207, "the Younger Set" 288 WRITING: Essay #5 (on Parker) due in class
11	Apr 19	READING: Hurston, <i>Dust Tracks on a Road</i> , Chapters 1-5, pages 1-661
12	Apr 21	READING: Hurston, Chapters 6-8, pages 63-121
12	Apr 26	READING: Hurston, Chapters 9-11, pages 121-176
13	Apr 28	READING: Hurston, Chapters 12-16, pages 177-232
13	May 3	READING: Porter, "Old Mortality," pages 1-70 WRITING: Essay #6 (on Hurston) due in class

Week	Date	Topics, Readings, Assignments, Deadlines
14	May 5	READING: Porter, "Noon Wine," pages 73-138
14	May 10	READING: Porter, "Pale Horse, Pale Rider," pages 141-top of 173
15	May 12	READING: Porter, "PH, PR," pages 173-208 WRITING: Essay #7 (on Porter) due in class
Final Exam	May 18	Wednesday. In classroom; 9:45-12N