

Emerging Modernisms and Beyond

ENGL 70

Fall 2025 Section 01 In Person 3 Unit(s) 08/20/2025 to 12/08/2025 Modified 07/23/2025

Contact Information

Course Instructor: Dr. Kathleen McSharry

Office Location: N/A

Email: kathleen.mcsharry@sjsu.edu

Office Hours: MW 10:30-11:30 am & by appointment

Class Meeting Times: Fridays, 10 am - 12:45 pm

Class meeting Location: Boccardo Business Center 121

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 policies and requirements

Our class meetings will include periods of writing and online research. Students are strongly encouraged to bring a larger device, such as a tablet or laptop, to class for this purpose. SJSU students may borrow a laptop from SJSU's library for their coursework. In order to minimize distractions, students will not be allowed to use cell phones in class.

Policy on use of secondary source materials

ENGL 70 is designed to help students identify and incorporate appropriate source material to complement and extend their own analyses of literary texts. Students are required to incorporate three approved sources into their papers. These sources shall not include any analysis of the texts we are reading; instead, they will provide pertinent contextual information for the work the student has chosen to analyze in writing. A significant amount of class time will be devoted to locating and evaluating source materials for papers. In general, such sources will be peer reviewed. All source materials used in papers must be approved in advance by the instructor.

Policy on artificial intelligence (AI)

There is a place for AI, but not in this class. ENGL 70 is designed to develop students' abilities to think and write critically about literary texts. To that end, the use of any artificial intelligence tools, including but not limited to ChatGPT and Grammarly, is expressly forbidden. All graded student work is submitted to Turnitin, which flags AI above 20%. Any student work that is flagged with an AI score above 20% will be considered a violation of SJSU's academic code and result in a minimum penalty of zero for the assignment in question.

Policy on late work

Staying current with class assignments is essential to our course learning outcomes. For this reason, late work will incur grade penalties unless the student has made advance arrangements to submit an assignment after the published deadline. A deduction of one full point will be made for each day or increment of a day for which an assignment is late. Extra credit is not an option in this course.

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.

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. *The Complete Maus: A Survivor's Tale*. 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 our Canvas course site.

Course Requirements and Assignments

Class participation: 15 points; 15% of course grade

Regular class participation is essential to the success of our course. For this reason, class participation comprises 15% of the course grade. This works out to 1% for each of our class meetings. 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%)
Preparation for class	Student is late to class and/or does not bring required course materials (assigned readings, writing implements, paper) on a regular basis.	Student arrives on time to class and is equipped with required materials for the day (assigned readings, writing implements, paper).	Student is equipped with required materials for the day (assigned readings, writing implements, paper) and shares required materials with other students.
Verbal participation	Student offers minimal or no verbal commentary. Comments may be off topic or unconstructive.	Student verbally participates in some class meetings. Comments are pertinent to the material under discussion and demonstrate respect for the class community.	Student participates verbally during every class meeting. Comments advance class discussion, build on other students' contributions, and demonstrate respect for the class community.

Use of technology	Student does not bring a laptop or tablet to class on a regular basis; uses technology to engage in non-course-related activities; and/or uses a cell phone during class.	Student is equipped with a laptop or tablet to access course materials and to engage in periods of writing. Student does not use a cell phone during class.	Student uses laptop or tablet to engage in classroom activities and assists other class members (including the instructor) with technology related issues.
Comprehension of material	Student's participation fails 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 course material and the ability to connect ideas across different assignments.
Small group work	Student does not actively participate in small group work.	Student's participation in small group work is on task.	Student's participation in small group work is on task and furthers other group members' understanding of course materials.

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.

Two 500-word close reading assignments: 7 points each; 14% 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: 13 points each; 26% 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 required text. Drafts are to be submitted via Canvas by the beginning of the class period on the day they are due.

One research assignment: 5 points; 5% of course grade

For both long papers, students are required to incorporate peer-reviewed secondary source material that complements and extends their close readings of the texts about which they are writing. 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. All required writing for this course must include citations for any works consulted.

The research assignment is designed to develop students' abilities to locate and evaluate peer-reviewed secondary sources that are pertinent to literary study. Class sessions will be a critical part of learning how to comb through a vast array of material to find the kind of material that meet course requirements.

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 ability 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

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.

Course Schedule

The course schedule below is a plan that is subject to change as the semester unfolds. Changes in the course schedule will be announced in advance via Canvas. Please consult our Canvas course site for the most up-to-date calendar of assignments.

Our final exam is scheduled for Wednesday, December 10. The final draft of students’ second paper is due that day at 11:59 pm. We will not meet as a full class on December 10.

ENGL 70	Sec 01	Fall 2025 Course Calendar
Week	Date	Topics, Readings, Assignments, Deadlines

1	Aug_22	Introducing ourselves. Overview of course syllabus and literary Modernism.
		Ezra Pound's "A Station in the Metro." Imagery and setting in poetry.
		Homework for next class meeting: Read and markup Modernism packet.
		Small group work on assigned poems. Building your poetry toolkit.
2	Aug_29	Homework for next class meeting: Read and markup Harlem Renaissance packet.
3	Sep_5	In-class writing assignment: Using your toolbox to analyze poetry.
		500-word analysis due Sep 7 by 11:59 pm in Canvas.
		Homework for next class meeting: Read "The Elements of Fiction" and
		<i>In Our Time</i> , pp. 1-77
		Elements of Fiction; Hemingway's Iceberg Theory
4	Sep_12	Homework for next class meeting: <i>In Our Time</i> , pp. 79-157.
		Repetition and the unsaid in Hemingway
5	Sep_19	Homework for next class meeting: 500-word analysis of fiction passage.
		500-word analysis due in Canvas at the beginning of class. Writing workshop.

6	Sep_26	Homework for next class meeting: Complete first draft of Paper #1.
7	Oct_3	Complete first draft of paper #1 due. Writing Workshop.
		Incorporating research into your draft
		Homework for next class meeting: Works Cited list for Paper #1.
8	Oct_10	Works Cited list due at beginning of class. Writing Workshop.
		Homework for next class meeting: Final draft Paper #1
9	Oct_17	Final draft paper #1 due in Canvas by beginning of class
		American Poetry in the 1950s: Focus on Creeley and Ginsberg
		Homework for next class meeting: Read post-1945 poetry packet
10	Oct_24	Post-1945 poetry: Focus on Rich and Snyder
		Homework for next class meeting: Read <i>Sula</i> , pages 1-85.
11	Oct_31	Setting and character in <i>Sula</i>
		Homework for next class meeting: Read <i>Sula</i> , pages 87-174.
12	Nov_7	Plot in <i>Sula</i>
		Homework for next class meeting: Read <i>Maus I: My Father Bleeds History</i> .

13	Nov_14	Understanding comix
		Homework for next class meeting: Read <i>Maus II: And Here My Troubles Began</i>
14	Nov_21	The second generation in Holocaust literature
		Homework for next class meeting: Draft of paper #2
15	Dec_5	Draft of paper #2 due at beginning of class. Writing Workshop
	Dec_10	Final draft of paper #2 due at 11:59 pm