

**San José State University**  
**Department of English and Comparative Literature**  
**ENGL 201: Materials and Methods**

**Fall 2021 - Online**

**Course and Contact Information**

<b>Instructor:</b>	Dr. Adrienne Eastwood
<b>Office Location:</b>	FOB 116
<b>Telephone:</b>	(408) 924-4509
<b>Email:</b>	Adrienne.Eastwood@sjsu.edu
<b>Office Hours:</b>	By appointment
<b>Class Days/Time:</b>	Mondays 4:00 – 6:45 p.m.
<b>Classroom:</b>	N/A
<b>Prerequisites:</b>	N/A

**GWAR:** This course satisfies SJSU's Graduation Writing Assessment Requirement (GWAR)

**Course Format**

This is an online course. Students must have a computer (preferably with a camera), access to reliable internet connectivity, and the ability to log on to Canvas. All graded work will be submitted online. Class will meet virtually each week during the scheduled class time of Mondays, 4:00 – 6:45 p.m. Any recorded lectures, quizzes, and discussions will be presented asynchronously using Canvas.

**Faculty Web Page and MYSJSU Messaging**

*Course materials such as syllabus, handouts, notes, assignment instructions, etc. can be found on [Canvas Learning Management System course login website](http://sjsu.instructure.com) at <http://sjsu.instructure.com>. You are responsible for regularly checking with the messaging system through [MySJSU](http://my.sjsu.edu) at <http://my.sjsu.edu> (or other communication system as indicated by the instructor) to learn of any updates.*

**Course Description**

This course is designed to introduce graduate students to the basic elements of work in the field. My goals for the seminar are as follows:

- ❖ Introduce students to critical literary theory and various analytical methodologies
- ❖ Help students to discover how to work in or apply particular modes to different literary texts

- ❖ Hone close-reading/textual analytical skills for poetry and prose
- ❖ Learn basic research techniques including bibliography, footnoting, on-line research, and problems/complications in literary study
- ❖ Gain experience writing and revising your work for various audiences and purposes

## Course Goals and Student Learning Objectives

Mission Statement for M.A. program:

The written word grounds the Master of Arts in English and Comparative Literature. Its students learn to analyze literature and to write on literary topics at an advanced level. Students complete a rigorous program of courses that introduce them to cutting-edge research while training them to understand a range of theoretical and literary-historical frameworks for understanding literature. Before students earn a Master of Arts in English, they pass a two-part comprehensive exam. They also may choose to write a thesis. Students have the option to engage in graduate study in rhetoric and to train as college-level writing teachers. The program also offers students pathways to prepare for doctoral work.

The five learning outcomes for the MA program:

Students will demonstrate

- an appropriate level of expertise in literary history, literary theory, and rhetoric.
- high-level proficiency in literary research and in the synthesis of research.
- critical and analytical skills in the interpretation and evaluation of literary texts.
- a command of written academic English, including the abilities to a) organize and present material in a cogent fashion, b) formulate and defend original arguments, c) employ effectively the language of their discipline and d) write under time constraints.
- a reading knowledge of at least one foreign language. Required Texts/Readings

### Required Texts/Readings

Eagleton, Terry. *Literary Theory: An Introduction*. 3<sup>rd</sup> Edition. University of Minnesota Press, Minneapolis. ISBN 10-0816654476

*Hamlet: Cases Studies in Contemporary Criticism*. Ed. Susan L. Wofford. Bedford St. Martin's Press. ISBN 10-0312055447.

Stoker, Bram. *Dracula*. Broadview Literary Texts. ISBN 10-1551111365

*The Norton Anthology of Theory and Criticism*. 2<sup>nd</sup> Edition. Eds. Vincent B. Leitch, William E. Cain, Laurie A. Finke, Barbara E. Johnson, et al. ISBN 978-0-393-93292-8

**Kanopy:** In order to watch David Tennant's *Hamlet*, you will need to log in to Kanopy (located among the SJSU Library databases).

**Recommended:** Tyson, Lois. *Critical Theory Today*. ISBN 0915974100 (Full text available on Canvas)

\*Online MLA guidelines available here: <https://owl.english.purdue.edu/owl/resource/747/01/>

## Course Requirements and Assignments

**Course Requirements:** This is a seminar, and as such, each of us is responsible for the quality and usefulness of our meetings. I expect that you will find the readings both interesting and valuable, and I encourage you to express and explore your particular interests as we work through the material. Students are required to log on to our weekly meeting having read the assignments and ready to discuss them.

**General Participation:** 10% of your grade will be determined by your participation each week. I expect students to log on to Canvas and join the Zoom meeting on time, preferably with your cameras on, and actively participate in the discussion and activities. Just listening in will not be considered appropriate participation.

**Presentations:** At week 9, students will be expected to present (e.g., post a presentation online) a critical essay on *Dracula* (on a topic of their choosing) to their classmates. Methods for presenting this information to your classmates via Canvas will be discussed in advance.

**Conference Participation:** At the end of this course, all students will be required to participate in a “mock” conference, in which each student will present an original paper (8 pages—15 minutes reading time) to the class using the Discussion tab in Canvas. Presentations can include slides (images that support talking points in your paper) or outlines (e.g., via Power Point). You can also use the video feature of your phone to record yourself reading your work. Every class member will be required to view your presentation and write a 200 word response in which they offer suggestions for improvement.

An informal **prospectus** and **annotated bibliography** for your conference paper is due to me by week 10.

**Written Work:** You will be required to revise your short conference paper (ideally based on feedback you receive from your fellow seminarians) into a longer (15 page—at least 3,000 words) seminar paper (modeled after journal articles). This longer paper will more fully develop the argument you present in your conference paper.

All written work (abstract, annotated bibliography, and final essay) will be formatted in accordance with the MLA guidelines.

Final Examination or Evaluation: Final Seminar Paper

N/A

## Grading Information (Required)

*Specify your grading policy here. Provide rubrics and explain how grades are assessed and assigned. Allow multiple opportunities to give feedback on student learning. Use rubrics or examples to explain and show students how they can assess themselves or check their own learning. More guidelines on grading information and class attendance can be found from the following two university policies:*

- [University Syllabus Policy S16-9](http://www.sjsu.edu/senate/docs/S16-9.pdf) (<http://www.sjsu.edu/senate/docs/S16-9.pdf>)
- [University policy F15-12](http://www.sjsu.edu/senate/docs/F15-12.pdf) (<http://www.sjsu.edu/senate/docs/F15-12.pdf>)

## Determination of Grades

### Grading Breakdown:

General Weekly Participation: 10%

Article Presentation on *Dracula*: 5%

Hamlet Critical Essay: 5%  
 Critical Theory Week: 5%  
 Grammar Quizzes 5%  
 Annotated Bibliography: 5%  
 Prospectus: 5%  
 Conference Paper (Draft): 10%  
 Mock Conference Presentation: 10%  
 Conference Participation: 10%  
 Seminar Paper: 30%

**Grading:** Your written work will be evaluated according to the following criteria:

1. **Intellectual Content:** how effectively you complete the assignment, the quality and originality of your ideas
2. **Structure:** how effectively and appropriately you organize and develop your ideas
3. **Language and Style:** how effectively and appropriately you choose your words (diction) and construct your sentences (syntax)
4. **Conventions:** grammar, punctuation, syntax, usage, spelling, and (where appropriate) MLA guidelines.  
**Please note:** all written work must demonstrate competency in all of the forms and conventions of standard English in order to receive a passing grade (a C or better).

Your class participation will be assessed as follows:

- A = Regular, helpful questions and comments; fully engaged  
 B = Occasional, pertinent questions and responses; good listening  
 C = Infrequent, tangential questions or comments; attentive  
 D = Rare interaction; disengaged from discussion; not prepared for class  
 F = Regularly absent, physically or mentally

<i>Grade</i>	<i>Points</i>	<i>Percentage</i>
<i>A plus</i>	<i>960 to 1000</i>	<i>99- 100%</i>
<i>A</i>	<i>930 to 959</i>	<i>93 to 95%</i>
<i>A minus</i>	<i>900 to 929</i>	<i>90 to 92%</i>
<i>B plus</i>	<i>860 to 899</i>	<i>86 to 89 %</i>
<i>B</i>	<i>830 to 859</i>	<i>83 to 85%</i>
<i>B minus</i>	<i>800 to 829</i>	<i>80 to 82%</i>
<i>C plus</i>	<i>760 to 799</i>	<i>76 to 79%</i>
<i>C</i>	<i>730 to 759</i>	<i>73 to 75%</i>
<i>C minus</i>	<i>700 to 729</i>	<i>70 to 72%</i>
<i>D plus</i>	<i>660 to 699</i>	<i>66 to 69%</i>
<i>D</i>	<i>630 to 659</i>	<i>63 to 65%</i>
<i>D minus</i>	<i>600 to 629</i>	<i>60 to 62%</i>

### **Classroom Protocol**

Because this class will be held online, students must demonstrate their interaction by logging on promptly at 4 p.m. on Mondays with their video camera on, engage in the discussions by asking questions or using the chat mode, and staying engaged during the entire meeting period. Active participation in break out groups will be expected. Please keep distractions to a minimum for this period.

## University Policies

Per University Policy S16-9, university-wide policy information relevant to all courses, such as academic integrity, accommodations, etc. will be available on Office of Graduate and Undergraduate Programs' [Syllabus Information web page](http://www.sjsu.edu/gup/syllabusinfo/) at <http://www.sjsu.edu/gup/syllabusinfo/>"

*If applicable, include links to department and college-level policies, requirements and services.*

## ENGL 201 Reading Schedule: SUBJECT TO CHANGE

*List the agenda for the semester including when and where the final exam will be held. Indicate the schedule is subject to change with fair notice and how the notice will be made available.*

### Course Schedule

Week	Date	Topics, Readings, Assignments, Deadlines
<b>Prework:</b> Before our meeting on 8/23, post to Canvas Discussion, watch welcome video, review syllabus.		
1	8/23	Introductions
<b>Prework:</b> Before our meeting on 8/30, read Eagleton and complete <b>Module 1:</b> Review Questions of Literary Theory, listen to Radio Lab podcast, take Plagiarism Quiz and Quiz 1 on Common Grammar Errors.		
2	8/30	Questions of Literary Theory Eagleton, <i>Literary Theory: An Introduction</i> Radio Lab, <i>Words</i> – Podcast
3	9/6	LABOR DAY- NO CLASS
<b>Prework:</b> Read <i>Hamlet</i> , watch the lectures in <b>Module 2</b>		
4	9/13	<i>Hamlet</i>
<b>Prework:</b> Complete <b>Module 3:</b> Watch <i>Hamlet</i> discussion with David Tennant for class on 9/20.		
5	9/20	<i>Hamlet</i>
<b>Prework:</b> <b>Module 4</b> Prepare Presentation on <i>Hamlet</i> Critical Essay for class on 9/27.		
6	9/27	<i>Hamlet</i> , Critical Essays DUE
<b>Prework:</b> Prepare Presentation on Critical Theory ( <b>Module 5</b> ) for class on 10/4		
7	10/4	Understanding Literary Theory (Readings from <i>Norton Anthology of Theory and Criticism</i> ). Tyson might be used for reference.
8	10/11	<i>Dracula</i> . Read at least half of the text. We will discuss structure, craft, style. Close reading practice.
9	10/18	<i>Dracula</i> – Finish the text
<b>Prework:</b> <b>Module 6:</b> Post your Critical Essay on <i>Dracula</i> Presentations to the Discussion tab by midnight on 10/25, watch <i>Nosferatu</i> , post on Discussion tab before class 10/25.		
10	10/25	Critical Essays on <i>Dracula</i> Discuss <i>Nosferatu</i>

Week	Date	Topics, Readings, Assignments, Deadlines
<b>Prework:</b> Complete <b>Module 7:</b> Problems in Literary Research, editing practice, prospectus, and annotated bibliography		
11	11/1	Generating research questions and creating a working thesis Research and resources. techniques, and problems. Discuss prospectus and annotated bibliography (due 11/15)
<b>Prework:</b> Complete <b>Module 8:</b> (quizzes 2, 3, and 4), Integrating secondary sources		
12	11/8	Writing, editing, revising. Academic argument. Integrating secondary sources.
13	11/15	Prospectus for conference papers and annotated bibliographies due. Short class.
<b>Prework:</b> Complete <b>Module 9</b> Review directions for Mock Conference, work on conference paper (due 11/30), upload handouts to the Discussion tab by 11/28.		
14	11/22	Conferences
<b>Prework:</b> Review directions for Mock Conference and Conference Paper. Upload revised prospectus to the Discussion tab.		
15	11/29	MOCK CONFERENCE Day 1
16	12/6	MOCK CONFERENCE Day 2
	12/13	<b>Module 10:</b> Final Seminar Paper Due by 11:59 12/13