

San José State University
School of Liberal Arts, Department of English and Comparative Literature
ENGL 151, Section 01 (27482), 20th & 21st C. Poetry, Spring 2022

Basic Course and Contact Information

Instructor:	Dr. Michael Tod Edgerton /ej-er-tun/
Preferred pronouns:	He/They
Email:	Michael.Edgerton@sjsu.edu (email is my preferred mode of communication)
Class Days/Time:	Synchronous meetings Mondays and Wednesdays 1:30–2:45pm on Zoom
Class Zoom Info:	https://sjsu.zoom.us/j/87468699385?pwd=STVWWiISSFFZWFRWZERGbXdmLzd0Zz09 (passcode: 846152)
Office hours:	Mondays and Wednesdays 12:30–1:30pm and by appointment—just email me to set up a time. Often, I can hop on Zoom with you later that day or the next.
Office Zoom:	https://sjsu.zoom.us/j/82581595803?pwd=WXdzQWR3SGRlc1JXTExxcmdKZ1JBQT09 (passcode: 307320)
Prerequisites:	
M.L. King Library Contact:	Peggy Cabrera. Email: peggy.cabrera@sjsu.edu . Phone: 408-808-2034 (She can help you with any research questions you may have along the way. You can also just use the chat function on the library’s website when available.)

Course Format

This is a “flipped” course, run mostly as a discussion seminar as much as possible. I will lecture and guide discussion as needed, but want all of us to closely and actively read, question, struggle with, and explore these texts together. You are responsible for coming to each and every class fully equipped with your reading and writing device, and having fully prepared for class (see more below). **You must be fully present and not on any other course or other websites, social media apps, or otherwise distracted.**

Our readings will be PDF files and online texts made available on our Canvas course site (go to the Canvas log in at <http://sjsu.instructure.com>, or go through your SJSU “One” resource page at <https://one.sjsu.edu>). This course requires a great deal of reading and writing, and while I will give you time in class to work on some assignments, this time is not in lieu of, but *in addition* to the six hours per week SJSU expects you to spend on homework for each of your three-credit courses.

ZOOM:

Since “coming to class” means logging on to Zoom, **you are required to**

- **Turn your camera on and log in on time for every synchronous, live Zoom class meeting.** “On time” means a couple of minutes before, with all class reading and writing assignments due that day open and ready for you to reference, so that we can start class on time.
- **You must stay in front of your computer, on camera, paying full attention and actively participating at all times.** Just because we’re on Zoom, does not mean you can just come and go as you please. You should have every bit as much respect for the Zoom “classroom” as the physical one. Use the bathroom before or after class, etc.
- **You must be at a desk or table where you can properly read, write, and interact.** No Zooming while laying down, eating lunch, or in a car, while driving, when you cannot fully focus on and participate in class.

(Our class link and password for the semester is listed on the first page of this syllabus and on our Canvas course webpage.)

Recording Zoom Classes

This course or portions of this course (i.e., lectures, discussions, student presentations) will be recorded for instructional or educational purposes. If, however, you would prefer to remain anonymous during these recordings, then please speak with the instructor about possible accommodations (e.g., temporarily turning off identifying information from the Zoom session, including student name and picture, prior to recording).

Students are not allowed to record without instructor permission.

Students are prohibited from recording class activities (including class lectures, office hours, advising sessions, etc.), distributing class recordings, or posting class recordings. Materials created by the instructor for the course (syllabi, lectures and lecture notes, presentations, etc.) are copyrighted by the instructor. This university policy (S12-7) is in place to protect the privacy of students in the course, as well as to maintain academic integrity through reducing the instances of cheating. Students who record, distribute, or post these materials will be referred to the Student Conduct and Ethical Development office. Unauthorized recording may violate university and state law. It is the responsibility of students that require special accommodations or assistive technology due to a disability to notify the instructor.

Class Preparation

As I write above, you are responsible for coming to every class fully prepared to participate in all activities. **Active participation and extensive preparation are both key to your success in this course.** This will entail:

- 1) Carefully reading and following all assignment instructions on Canvas. If you have questions, re-read the instructions. If you are still unclear, ask me in class or email me at Michael.Edgerton@sjsu.edu.
- 2) Reading and preparing to discuss all assigned materials for a specific course meeting.

To fully prepare a reading for class, you must:

 - A) Read *carefully and attentively* 100% of the assigned material.
 - B) Highlight or underline key words, phrases or lines, noting your associations, connections with other phrases, analogies, or images in the poem, your interpretations, etc. It is especially helpful to note points in the text about which you are confused or have a question, bringing these passages up in class for us to think about together. In Adobe DC/Pro DC, you can highlight and add a comment or use the “sticky note” function. (I’ll demonstrate this in class.)

- C) It may be further helpful for you to write a final summary/explication paragraph(s), including stating in your own words its main themes, motifs, questions, etc. In some instances, such responses will be required and uploaded to Canvas.

Course Materials and Communications

As noted above, course materials such as syllabus, handouts, notes, assignment instructions, etc. can be found on our Canvas Learning Management System course website, which you can access directly at <http://sjsu.instructure.com> and through your One.SJSU.edu page (<https://one.sjsu.edu>). In this class, we will be using Purdue University's [Online Writing Lab](https://owl.purdue.edu/owl/general_writing/index.html) ("OWL," for short) at https://owl.purdue.edu/owl/general_writing/index.html as our grammar and mechanics textbook (or "style manual," as it is formally called), as well as to reference the MLA Guide for in-text citation and Works Cited page formatting. Grammar and mechanics quizzes will be given on assigned OWL readings. You will use the "General Writing" section (https://owl.purdue.edu/owl/general_writing/index.html) for grammar and mechanics and the "[MLA Guide](https://owl.purdue.edu/owl/research_and_citation/mla_style/mla_formatting_and_style_guide/mla_in_text_citations_the_basics.html)" section for citations formatting. With citations, I recommend starting with the "[MLA In-Text Citations: The Basics](https://owl.purdue.edu/owl/research_and_citation/mla_style/mla_formatting_and_style_guide/mla_in_text_citations_the_basics.html)" (https://owl.purdue.edu/owl/research_and_citation/mla_style/mla_formatting_and_style_guide/mla_in_text_citations_the_basics.html) and "[MLA Works Cited Page: Basic Format](https://owl.purdue.edu/owl/research_and_citation/mla_style/mla_formatting_and_style_guide/mla_works_cited_page_basic_format.html)" (https://owl.purdue.edu/owl/research_and_citation/mla_style/mla_formatting_and_style_guide/mla_works_cited_page_basic_format.html) pages. More in-depth information and further examples can be found on the other pages of The MLA Guide section of OWL.

You are responsible for checking with the messaging system in Canvas and your SJSU email account on a daily basis for communications from your professors and the university. Always email your professors and other university staff from your SJSU account and not from your personal email. **Please—always, always keep an open line of communication with me about your circumstances. I realize that you may be dealing with all kinds of challenges and anxieties related to economic hardships, physical and psychological health issues, caregiving and other responsibilities. I want to be as flexible as I can, within reason—but without being taken advantage of. I certainly understand that any number of extenuating circumstances can impede your ability to complete your work and participate in class. Talk to me; don't just give up, fall behind, or drop the class. We'll see what we can work out.**

Course Description

Intensive study of selected poets from the twentieth and twenty-first centuries, as well as developments in poetic craft and theory.

Course Learning Outcomes

Upon successful completion of the course, you will be able to distinguish and discuss a variety of poetic styles, forms, movements, individual poets central to 20th and 21st C. American poetry.

English Program Learning Outcomes (PLOs)

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.

Grades, Grades, Grades...

Can't live with 'em, can't get rid of 'em. Here're the deets:

Graded Assignments

Assignment/Category	Grade %	PLOs
Major Essay 1	30%	1 – 5
Major Essay 2	30%	1 – 5
Mini-essays, any quizzes, and all other weekly assignments	30%	1 – 3 and 5
Class Presentation	5%	1 – 5
Participation	5%	Variable

Letter Grade Definitions by Percentage

Grade	Percentage
<i>A plus</i>	97 to 100%
<i>A</i>	93 to 96%
<i>A minus</i>	90 to 92%
<i>B plus</i>	87 to 89 %

Grade	Percentage
<i>B</i>	83 to 86%
<i>B minus</i>	80 to 82%
<i>C plus</i>	77 to 79%
<i>C</i>	73 to 76%

Grade	Percentage
<i>C minus</i>	70 to 72%
<i>D plus</i>	67 to 69%
<i>D</i>	63 to 66%
<i>D minus</i>	60 to 62%

IMPORTANT POLICY NOTES:

- **No late work or make-up assignments will be accepted without good reason**, and no extra credit will be given, as a rule. Exceptions may be made at my discretion, and late work, if accepted, may be penalized.
- **I reserve the right to add or change assignments, including pop quizzes, change the syllabus schedule, etc. at my discretion. I will notify you in class and through email.**
- **DISREGARD the Grades on Canvas.** That will only tell you what you have or have not turned in. The percentage grade it gives is not accurate, as Canvas is not able to calculate your grade accurately, given that regular assignments and final essays, peer reviews, etc. are all differently weighted (or I have yet to figure it out, at least, if it can).

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 (3 hours per unit per week) for instruction or preparation/studying or course related activities. **Because this is a 4-unit course, students can expect to spend a minimum of twelve hours per week preparing for and attending classes and completing course assignments.**

NOTE: This course includes the following 1-unit enhancement: Increased course content, including additional readings of a high level of difficulty, weekly poem explications or response mini-essays, and multi-modal class presentations.

General Essay Grading Rubric

While there may be slight variations in how I assess different assignments that are tailored to the specific goals of each, the following rubric outlines the major elements of most types of essays. Remember this statement, repeat it as a mantra, as it is the central and guiding principle of your life as a writer in any professional context or capacity, from business emails to professional presentations: **Writing is revision. Writing is revision. Writing is revision....**

C-range: Competent: Unified/Coherent/Complete

If your essay meets these first three standards, you are writing *competently* and you will earn a grade of “C.” (70-79)

1. Unity

- **Contains a center of gravity, a unifying and controlling purpose, a thesis or claim, which is maintained throughout the paper.**

Essays can be organized in many different ways. They may have an implicit or explicit thesis—or they may simply have a unifying purpose or theme. In a **unified** paper, every sentence and every word will contribute in some way towards the exposition and development of a single “main” idea. That is, every sentence and every word will relate to the “topic” or the “comment” of the thesis.

- **Organizes writing around a thesis or according to the organizational requirements of the particular assignment (e.g., summary, narrative, argument, analysis, description, etc.)**

Simply put, to “organize writing around a thesis” or other central point means that the essay reveals, under examination, some sort of overall organizational plan or strategy. Could this essay be outlined? Does it have a definite beginning, middle, and end? A clearly organized essay might use logical, spatial, chronological, or even associational order—but the strategy will suit the topic, the audience, and the purpose of the paper.

2. Coherence

- **Uses words and sentences, rhythm and phrasing, variations and transitions, concreteness and specificity to reveal and emphasize the relationship between evidence and thesis.**

To differentiate “Coherence” from “Unity” you should scale back your frame of reference: is some sort of organizational plan apparent *within* each paragraph? Has the writer used syntax and diction to create links *between thoughts/sentences*? Does the writer’s use of repetition, parallelism, figures, and rhythm help to emphasize main points OR does the writer’s choice of diction and syntax distract the reader from main ideas?

3. Complete and Polished

- Follows length requirements, is finished, revised, and effectively proofread.

B-range: Effective/Skillful/Persuasive

If you meet all of the competency standards above and, in addition, achieve coherence and exhibit audience awareness, you are writing *skillfully* and you will earn a grade of “B.” (80-89)

4. Evidence/Development

- Explains how, why, or in what way evidence and/or detail supports point/claim/thesis/topic/ideas.
- Incorporates evidence from outside sources smoothly, appropriately, and responsibly.

Whether the writer adds her own details and examples as evidence or incorporates someone else’s evidence with quotes and paraphrases, s/he will consistently incorporate and explain all these kinds of evidence. Few quotes will be left “hanging”; instead, they will be imbedded in the writer’s own sentences, usually with some explanatory remarks linking the quote to the topic or thesis. Coherence is the difference between a poem, a list, or an outline and a prose paragraph.

- Develops appropriate, logical, and relevant supporting detail and/or evidence.

This criterion asks you to note whether the student used examples and other evidence to support his/her argument or position or idea and whether that evidence is fairly used, accurate, and relevant in supporting his/her points. You are evaluating the *quality* of evidence and sources here.

- Includes more specific, concrete evidence (or details) than opinion or abstract, general commentary.

This criterion asks you to gauge *quantity* of evidence. Has the writer wasted most of the essay making general statements and assertions *about* the topic? Or, instead, has s/he used most of her words and sentences to clarify and define the argument, giving examples and explaining connections to assertions?

5. Audience Awareness

- Demonstrates a sense that the writer knows what s/he’s doing and is addressing real people.
- Reflects a respect for values that influence ethos (e.g., common ground, trustworthiness, careful research).

Audience awareness is probably most apparent in a writer’s word choice—does the writer show respect and understanding by consistently choosing an appropriate level of formality and technicality? You may also want to examine the writer’s choice of supporting examples and evidence—are they appropriate to the audience?

6. Presentation and Design

- Follows standard guidelines for English grammar, punctuation, usage, and documentation.
- Follows conventions for formatting that academic readers expect.

Distinctive

If you meet all of the competency standards, achieve coherence and exhibit audience awareness, and, in addition, demonstrate a high level of one or more features of superior writing (complexity, originality, seamless coherence, extraordinary control, ease and sophistication of both language, recognizable voice, compelling purpose, imagination, insight, thoroughness, and/or depth), you are writing *distinctively* and will earn a grade of “A.” (90-100)

I like to compare the movement from Merely Competent (“C”) to Effective (“B”) to Distinguished (“A”) as the development from crawling to walking to dancing—without self-consciousness and with your own style—“moving” (i.e., writing) freely, fluidly, and in an expressive and compelling manner.

D or F: Ineffective

I do not even want to think about this, so I stick it at the bottom... If your paper does not meet even the basic competency standards, exhibiting major problems in either Unity or Effectiveness, you will earn a grade of “D” (60-69); if it is further more incomplete or simply doesn’t meet the requirements of the assignment, it will be an “F” (<60). Either way, you should *immediately* schedule a conference with me to discuss what went awry.

Required Texts and Equipment

Textbooks

Purdue Online Writing Lab (OWL): https://owl.purdue.edu/owl/purdue_owl.html

Poems and essays posted to Canvas as PDFs for analysis and evaluation.

Technology requirements / equipment / material

Laptop, desktop, or tablet computer. If your computer crashes, you may be able to check out a laptop from IRC (check <https://sjsuequipment.getconnect2.com/>) or the M. L. King Library (4th floor).

Built-in or external camera. You must have a camera to participate in this class. If you do not have one and cannot get one, you cannot take this class. (I’ve seen webcams as low as \$13 on Amazon.)

Adobe Reader DC. Download it free from Adobe.com: <https://get.adobe.com/reader>. But even better, ask IT for permission to get **Adobe DC Pro** as part of the whole **Adobe Creative Suite for free** through SJSU: <https://www.sjsu.edu/ecampus/software-tools/teaching-tools/video-creative/adobe/students.php>.

Microsoft Word, which you can download free as part of the entire MS Office suite at <https://www.microsoft.com/en-us/education/products/office>. All your writing assignments need to be in “.docx” format. You can also use Google docs or Open Office, using “save as” to reformat your assignments, but I will only accept submissions of assignments in MS Word (.docx) format.

Dropbox folder. I recommend downloading Dropbox. (I’ll give you an invitation link). It’s a great mix of cloud and hard drive storage, simultaneously saving your files, when connected to the Internet, both to the cloud, where you can access them from any device at Dropbox.com, and to your hard drive, so that have them on or offline, using your current or any other/new computer or device.

Course Overview

*** Reading/viewing and writing assignments will all be listed on our Canvas course site.** You will come to class each day having carefully read and annotated the reading for that day, having uploaded your annotations to Canvas before class starts, ready for engaged discussion, any pop reading quiz I may give,

or other activities related to the reading. Feel free to email me—always and of course—with any questions about anything: michael.edgerton@sjsu.edu.

Key Dates

Wed 1/26: Introduction

Mon 3/7: Major Essay 1 Due by 11:59pm

Mon 3/23 to Sun 4/3: SPRING BREAK

Mon 5/2 to Wed 5/11: Student Presentations

Mon, 5/15: LAST DAY of All SJSU Classes
Major Essay 2 due by 11:59pm