SJSU SAN JOSÉ STATE UNIVERSITY

College of Humanities and the Arts · English & Comparative Literature

Literatures of the Atlantic World, 1680-1860

ENGL 60

Spring 2026 Section 80 Fully Online 4 Unit(s) 01/22/2026 to 05/11/2026 Modified 01/14/2026

Contact Information

Course Instructor: Dr. Kathleen McSharry	
Office Location: N/A	
Email: kathleen.mcsharry@sjsu.edu	
Office Hours: T/TH 11:00 am – 12 noon & by appointment	
Class Meeting Times: M/W 3:00-4:15 pm	

Course Information

Course Description

ENGL 60 is the second course in the lower-division literature survey sequence for English majors. The course engages principal literary works, literary history, and historical events that shape British and American literature from 1680-1860. Students will learn about the philosophical movements, literary themes, and genres of the time period while engaging in close readings of works by selected major authors. 4 units. Normal grading rules. Prereq: ENGL 1A or equivalent.

Online Course Information

ENGL 60 Section 80 is a fully online, synchronous course. Our class will meet on Zoom during regularly scheduled class meetings. Students will need a stable internet connection and a computer with a webcam in order to fully engage with the course.

All course materials, including all required reading assignments, are posted on the course website in Canvas, SJSU's learning management system. Students are responsible for checking Canvas regularly to stay apprised of course assignments and due dates, updates to the course syllabus, and messages from the instructor.

Course Description and Requisites

Examination of literatures arising out of the circulation of ideas and people across the Atlantic, with particular focus on the formation of distinctly British and American literary traditions within a global context.

Prerequisite(s): ENGL 1A.

Letter Graded

Classroom Protocols

Technology requirements
This section of ENGL 60 will be conducted via Zoom during regularly scheduled class meeting times. Students are required to have an electronic device (laptop, desktop, or tablet) with a camera and built-in microphone. SJSU has a free equipment loan program available for students. Students are responsible for ensuring that they have access to reliable Wi-Fi.

Use of Camera in Class
Please turn on your camera when class is in session. Seeing your face and name will help me and other students interact with you. If you have special needs or requests for individual accommodations, please contact Professor McSharry via our Canvas course site messaging system or directly by email at kathleen.mcsharry@sjsu.edu.

Zoom Classroom Etiquette

- **Mute your microphone:** To help keep background noise to a minimum, mute your microphone when you are not speaking.
- **Be mindful of background noise and distractions:** Find a quiet place to attend class.
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  - Avoid video setups where people may be walking behind you or making noise.
  - Avoid activities that could create additional noise, such as shuffling papers or listening to music in the background.
- **Positionyour camera properly:** Be sure your webcam is in a stable position and focused at eye level.
- **Limit distractions and avoid multitasking:** Online learning experiences are effective to the extent that participants focus on class exclusively during meeting times. Do your very best to avoid distracting

activities during class.

Recording of class meetings

Our class meetings will be recorded and posted on our Canvas course site. Recordings of class meetings can be found via the Panopto button in the left side navigation bar. You can enhance your learning by viewing these videos. If you must miss a scheduled class meeting, viewing the video for the missed meeting is essential.

Policy on use of secondary source materials

ENGL 60 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 a minimum of four approved sources into their two major 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)

ENGL 60 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 potential violation of SJSU's academic code.

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 Learning Outcomes (CLOs)

Learning Outcomes	Instructional Strategies	Learning Experiences	Materials	Assessments
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, and rhetoric;	In-class demonstrations of how to interpret poetry, fiction, and drama	In-class analyses of poems and short passages from fiction	Required readings; some videos on youtube. Students with vision problems can hear texts read; closed captioning is available for all videos.	Formative: 500-word analyses develop interpretive abilities in a low-stakes environment. Drawing exercises help students visualize text.
2. demonstrate familiarity with major literary works, genres, periods, and critical approaches to British, American, and World literature;	Brief lectures on historical periods and literary genres	In-class analyses provide opportunities to connect literary artifacts with larger contexts	Short essays in Canvas; brief videos about historical/cultural contexts.	All assignments provide opportunities for students to demonstrate their levels of achievement.

3. write clearly, effectively, and creatively, and adjust writing style appropriately to the content, the context, and nature of the subject;	In-class discussion of anonymized student work from prior terms; grammar modules provide scaffolded instruction for punctuation and grammar	Reading student work that models A-level work; individual appointments provide opportunities for deep learning	Sample student papers; grammar handouts and exercises emphasize skills gained rather than absolute mastery.	Formative: Feedback on drafts for students who meet with course instructor outside of class. Summative: final drafts
4. develop and carry out research projects and locate, evaluate, organize, and incorporate information effectively;	In-class demos on evaluating and integrating source material; MLA format/citation guidelines	In-class demos on locating, evaluating, and integrating sources. Students practice finding sources for their own papers.	Sources used in Canvas course site; sources located during class exercises as well as those provided by students.	Formative: draft submission of Works Cited for each paper. Summative: final drafts of papers.
5. articulate the relations among culture, history, and text.	Brief lectures; model student papers from prior terms.	Locating and integrating secondary sources that provide historical/cultural context	Short essays in Canvas course modules/in-class lectures focus on gender, race, and identity movements in the U.S.	Summative: final drafts must incorporate appropriate, documented historical/ cultural material.

Course Requirements and Assignments

Required Materials

For each class meeting, students are required to have the following materials at hand:

- A copy of the literary text assigned for the day,
- writing implements, and
- paper for taking notes, drafting responses to texts, and drawing pictures.

Required Assignments

Three 500-word close reading assignments: 5 points each; 15% 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 1200-word first drafts: 10 points each; 20% 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.

Two research assignments: 5 points; 10% 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 assignments are 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 (minimum 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

Class participation: 15 points; 15% of course grade

Regular class participation is essential to the success of our online course. For this reason, class participation comprises 10% of the course grade. The rubric below identifies the criteria and levels of achievement that will be used to assess each students' class participation.

Criteria	Poor (0%)	Fair (50%)	Excellent (100%)

Camera	Student logged on but camera is turned off for most or all of class.	Camera is turned on for most class meetings.	Camera is turned on consistently.
Physical set up	Student is not situated in a space that promotes learning (e.g. in transit, at an appointment, and/or at work).	Student logs on using a laptop, desktop, or other device that enables quick interaction with the class. Student is equipped with required materials for the day (assigned readings, writing implements, paper).	Student is seated at a desk or table, using a laptop or desktop computer, equipped with the required materials for the day (assigned readings, writing implements, paper).
Verbal participation	Student offers minimal or no verbal commentary. Comments may be off topic or unconstructive.	Student verbally participates when called upon. Comments are pertinent to the material under discussion and demonstrate respect for the class community.	Student participates verbally throughout the class meeting. Comments advance class discussion and demonstrate respect for the class community.
Use of chat	Little to no use of chat; chat entries lack substance, are off topic, or are unconstructive.	Student uses chat function to respond to class activities and to support other students.	Student uses chat to respond to questions, to build on other students' comments, and to raise relevant ideas.
Comprehension of material	Student participation failed to demonstrate or was insufficient to demonstrate understanding of assigned material.	Student's class contributions demonstrate understanding of assigned material.	Student's contributions reflect thorough understanding of material and ability to connect ideas across different assignments.

Grading Standards for Writing Assignments

English 60 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), 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) web page. Make sure to visit this page to review and be aware of these university policies and resources.

Course Schedule

ENGL 60	Spr 2025	Course Calendar
		The course schedule below is subject to change as the semester unfolds.
Unit 1: American		Schedule changes will be announced at least one week in advance via
Beginnings		Canvas. Please consult our Canvas course site for the most up-to-date
		calendar and for complete information on required assignments.
Week	Date	Topics, Readings, Assignments, Deadlines
		Introductions & Course Overview. Louise Erdrich, "Captivity" (1984)
1	Jan_26	**Homework for next class meeting:** Read Mary Rowlandson (1682),
		"The Sovereignty and the Goodness of God," pages 1-10.
		Contexts for Mary Rowlandson: New England Puritanism, captivity
1	Jan_28	narratives, indigenous responses. **Homework for next class meeting:**
		Read Rowlandson, pages 10-26

		Understanding Rowlandson: How to develop a close reading
2	Feb_2	**Homework for next class meeting:** Jonathan Edwards, "Sinners in the
		Hands of an Angry God" (1741) & Speech of Red Jacket (1805)
		The American Jeremiad: rhetorical structures. Indigenous response.
2	Feb_4	**Homework for next class meeting:** Phillis Wheatley poems (1773);
		Jupiter Hammon (1778); Henry Louis Gates, Jr. P Wheatley on Trial (2003)
		Poetic rhetoric and African American Identity
3	Feb_9	**Homework for next class meeting:** Benjamin Franklin, from *The*
		Autobiography of Benjamin Franklin (1784)
		Self-help narratives and the construction of the American dream
3	Feb_11	**Homework for next class meeting:** St. John Crevecoeur, "What Is an
		American?" (1782) and Tecumseh, "Address to the Osage" (1811)
		American mythos and indigenous perspectives
4	Feb_16	Identifying passages for close reading

		Homework for next class meeting: 500-word close reading
		500 word close reading due at beginning of class in Canvas.
4	Feb_18	**Homework for next class meeting:** Selected poems, William Blake
		(1789, 1794) and Samuel Taylor Coleridge (1797, 1798)
		Odes, ballads, and conversational poems: the Romantic tradition
Unit 2: British	Feb_23	**Homework for next class meeting**: Selected poems, William Wordsworth
Romanticism		(1807, 1815)
		Identifying literary devices in Romantic poetry
5	Feb_25	**Homework for next class meeting**: Selected poems, John Keats
		(1818, 1819, 1820)

6	Mar_2	**Homework for next class meeting:** Mary Shelley, *Frankenstein* (1818),
		Preface, Letters, and Volume 1
6	Mar_4	Gothic horrors and Romantic ideals
		Homework for next class meeting: Mary Shelley, *Frankenstein,* Volume 2

7	Mar_9	The rise of science fiction
		Homework for next class meeting: Mary Shelley, *Frankenstein,* Volume 3
7	Mar_11	Psychoanalyzing *Frankenstein*
		Homework for next class meeting: 500-word close reading
8	Mar_16	**500-word close reading due at beginning of class in Canvas.**
		Homework for next class meeting: 1200-word draft
8	Mar_18	**1200-word draft due in Canvas as beginning of class**
		Homework for next class meeting: Works Cited list
9	Mar_ 23	**Works Cited list due in Canvas at beginning of class**
		Homework for next class meeting: 1500-word final draft
9	Mar_25	**1500-word final draft due at 11:59 pm in Canvas**
Unit 3: American	Apr_6	Edgar Allen Poe, "The Raven" (1845). **Homework for next class meeting:**
Renaissance		"The Fall of the House of Usher" (1839); The Purloined Letter (1844)
		Horror stories and the first detective
10	Apr_8	**Homework for next class meeting:** Frederick Douglass, *The Narrative*
		of the Life of Frederick Douglass (1845), Chapters 1-5

11	Apr_13	The American Jeremiad revisited
		Homework for next class meeting: Douglass, *Narrative,* Chapters 6-11
11	Apr_15:	**Homework for next class meeting:** Herman Melville, "Bartleby the
		Scrivener" (1853)
12	Apr_20	Preferring "not to": Melville's aesthetics of refusal
		Homework for next class meeting: Henry David Thoreau, "Walden" (1854)
12	Apr_22	Thoreau's recasting of the American dream
		Homework for next class meeting: Henry David Thoreau, "Walden" (1854)
13	Apr 27:	**Homework for next class meeting:** Walt Whitman, "Song of Myself" (1855)
		and Emily Dickinson, selected poems
13	Apr 29:	Walt Whitman and Emily Dickinson
		Homework for next class meeting: 500-word close reading
14	May_4	**500-word close reading due at beginning of class in Canvas**
		Homework for next class meeting: 1200-word draft
14	May_6	**1200-word draft due in Canvas as beginning of class**

		Homework for next class meeting: Works Cited list
15	May_11	**Works Cited list due in Canvas at beginning of class**
15	May_15	**1500-word final draft due at 11:59 pm in Canvas**