

# Emerging Modernisms and Beyond

## ENGL 70

Spring 2026 Section 80 Fully Online 3 Unit(s) 01/22/2026 to 05/11/2026 Modified 01/18/2026

### Contact Information

Course Instructor: Dr. Kathleen McSharry	
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Office Hours: T/TH 11:00 am – 12 noon & by appointment	

### Course Information

ENGL 70 is the third 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 1860 to the present. 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. 3 units. Normal grading rules. Prereq: ENGL 1A or equivalent.

#### Online Course Information

Our course, ENGL 70 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.

### 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

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### Technology requirements

This section of ENGL 70 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](mailto: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.
  - 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.
- **Position your 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 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](mailto:Peggy.Cabrera@sjsu.edu)

(408) 808-2034

## **Program Information**

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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.

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#### Department Information:

Department Name: English and Comparative Literature

Department Office: FO 102

Department Website: [www.sjsu.edu/english](https://www.sjsu.edu/english) (<https://www.sjsu.edu/english>)

Department email: [english@sjsu.edu](mailto:english@sjsu.edu) (<mailto:english@sjsu.edu>)

Department phone number: 408-924-4425

## Course Learning Outcomes (CLOs)

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Learning Outcomes	Instructional Strategies	Learning Experiences	Materials	Assessments

<p>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;</p>	<p>In-class demonstrations of how to interpret poetry, fiction, and drama</p>	<p>In-class analyses of poems and short passages from fiction</p>	<p>Required readings; some videos on youtube. Students with vision problems can hear texts read; closed captioning is available for all videos.</p>	<p>Formative: 500-word analyses develop interpretive abilities in a low-stakes environment. Drawing exercises help students visualize text.</p>
<p>2. demonstrate familiarity with major literary works, genres, periods, and critical approaches to British, American, and World literature;</p>	<p>Brief lectures on historical periods and literary genres</p>	<p>In-class analyses provide opportunities to connect literary artifacts with larger contexts</p>	<p>Short essays in Canvas; brief videos about historical/cultural contexts.</p>	<p>All assignments provide opportunities for students to demonstrate their levels of achievement.</p>
<p>3. write clearly, effectively, and creatively, and adjust writing style appropriately to the content, the context, and nature of the subject;</p>	<p>In-class discussion of anonymized student work from prior terms; grammar modules provide scaffolded instruction for punctuation and grammar</p>	<p>Reading student work that models A-level work; individual appointments provide opportunities for deep learning</p>	<p>Sample student papers; grammar handouts and exercises emphasize skills gained rather than absolute mastery.</p>	<p>Formative: Feedback on drafts for students who meet with course instructor outside of class. Summative: final drafts</p>

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 Materials

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Aside from the required texts listed below, all course materials 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.

### 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.

### Other Required Materials

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

1. A copy of the literary text assigned for the day
2. Writing implements
3. Paper for taking notes, drafting responses to texts, and drawing pictures
4. A larger device, such as a tablet or laptop

# Course Requirements and Assignments

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*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 15% 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.

In addition to the class participation requirements detailed above, 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.

*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 first drafts: 11 points each; 22% 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: 4 points each; 8% 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 kinds 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

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Graded Assignments			
	Due	Assignment	Points
	Ongoing	Class participation	15
	Feb_16	500-word analysis	5
	Mar_4	500-word analysis	5
	Mar_9	1200-word first draft paper 1	11
	Mar_11	Works Cited list paper 1	4
	Mar_18	1500-word final draft paper 1	20
	May_4	500-word analysis	5

	May_6	1200-word first draft paper 2	11
	May_11	Works Cited list paper 1	4
	May_15	1500-word final draft paper 2	20
	<b>TOTAL</b>		100

#### Grading Scale

	Letter grade	% grade	GPA	
	A+	97-100	4	
	A	93-96	4	
	A-	90-92	3.7	
	B+	87-89	3.3	
	B	83-86	3	
	B-	80-82	2.7	
	C+	77-79	2.3	
	C	73-76	2	
	C-	70-72	1.7	

	D+	67-69	1.3									
	D	63-66	1									
	D-	60-63	0.7									
	F	below 60	0									

### 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

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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

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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 Friday, May 15. The final draft of students' second paper is due that day at 11:59 pm. We will not meet as a full class on May 15.

ENGL 70	Spr '26	Course Calendar
Sec 80		The course schedule below is subject to change as the semester progresses. Schedule changes will be announced at least one week in advance via Canvas. Please consult our Canvas course site for the most up-to-date calendar.
Week	Date	Topics, Readings, Assignments, Deadlines

1	Jan_26	<p>Introducing ourselves. What is imagery? Ezra Pound. Key terms.</p> <p><b>Homework for next class meeting:</b> Read course syllabus; read and markup "What is Romanticism?" "What is Imagism?" and poems by H.D. and Williams.</p>
1	Jan_28	<p>Discussion of course syllabus. Romanticism, Modernism, and Imagism.</p> <p>Setting in poetry. Building your poetry toolkit.</p> <p><b>Homework for next class meeting:</b> Read and markup "What is Modernism?" &amp; "The Lovesong of J. Alfred Prufrock" (in Modernism packet).</p>
2	Feb_2	<p>Setting, character and plot in poetry: focus on Prufrock</p> <p><b>Homework for next class meeting:</b> Read and markup "The Waste Land"</p>
2	Feb_4	<p>Experiencing "The Waste Land"; Robert Frost's quiet modernism</p> <p><b>Homework for next class meeting:</b> Read and markup "What is the</p> <p>Harlem Renaissance?" and Claude McKay/Langston Hughes poems</p> <p>(in Modernism packet).</p>
3	Feb_9	<p>Setting, character and plot in poetry: focus on Hughes</p> <p>How to research a poem</p>

3	Feb_11	<p>Writing workshop: Using your toolbox to analyze poetry.</p> <p><b>Homework for next class meeting:</b> 500-word analysis due in Canvas by beginning of class</p>
		500-word analysis due in Canvas by beginning of class
4	Feb_16	Writing Workshop
		<b>Homework for next class meeting:</b> <i>In Our Time</i> , pp. 1-62
4	Feb_18	<p>Elements of Fiction; Hemingway's Iceberg Theory</p> <p>Close reading exercise</p> <p><b>Homework for next class meeting:</b> <i>In Our Time</i>, pp. 63-112.</p>
5	Feb_23	<p>Repetition and the unsaid in Hemingway</p> <p>Identifying areas of inquiry for research in Hemingway</p> <p><b>Homework for next class meeting:</b> <i>In Our Time</i>, pp. 113-157.</p>
5	Feb_25	<p>Fiction analysis workshop; paper #1 assigned.</p> <p><b>Homework for next class meeting:</b> Select and copy out passage for 500-word analysis</p>

ENGL 70	Spr '26	Course Calendar
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Sec 80		The course schedule below is subject to change as the semester progresses. Schedule changes will be announced at least one week in advance via Canvas. Please consult our Canvas course site for the most up-to-date calendar.
Week	Date	Topics, Readings, Assignments, Deadlines
		Close reading workshop
6	Mar_2	<b>Homework for next class meeting:</b> 500-word analysis of passage due in Canvas
		at beginning of next class
6	Mar_4	500-word analysis due in Canvas at the beginning of class
		<b>Homework for next class meeting:</b> 1200-word first draft of Paper 1 due in Canvas
		at beginning of next class
7	Mar_9	1200-word first draft of paper #1 due. Writing Workshop.
		Incorporating research into your draft
		<b>Homework for next class meeting:</b> Works Cited list for paper.
7	Mar_11	Works Cited list due at beginning of class. Writing Workshop.

8	Mar_16	No full class meeting; drop-in hours during class time and regular office hours.
8	Mar_18	<b>FINAL DRAFT OF PAPER #1 due at 11:59pm</b>
9	Mar_23	American Poetry in the 1950s: Robert Creeley and Allen Ginsberg
		<b>Homework for next class meeting:</b> Read post-1945 poetry packet
9	Mar_25	Adrienne Rich, "Diving into the Wreck" and selected poems from "21 Love Poems"
10	Apr_6	Gary Snyder
		<b>Homework for next class meeting:</b> Read <i>Sula</i> , pages 1-66.
10	Apr_8	Setting in <i>Sula</i>
		<b>Homework for next class meeting:</b> Read <i>Sula</i> , pages 67-111.
11	Apr_13	Character in <i>Sula</i>
		<b>Homework for next class meeting:</b> Read <i>Sula</i> , pages 112-174.
11	Apr_15	Plot in <i>Sula</i>
		<b>Homework for next class meeting:</b> Read <i>Maus I</i> , pages 1-70.

12	Apr_20	How to read comix  <b>Homework for next class meeting:</b> Read <i>Maus I</i> , pages 71-159.
12	Apr_22	Analyzing graphic text  <b>Homework for next class meeting:</b> Read <i>Maus II</i> , pages 1-74.

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Sec 80		The course schedule below is subject to change as the semester progresses. Schedule changes will be announced at least one week in advance via Canvas. Please consult our Canvas course site for the most up-to-date calendar.
Week	Date	Topics, Readings, Assignments, Deadlines
13	Apr_27	The Second Generation in Holocaust Literature  <b>Homework for next class meeting:</b> Read <i>Maus II</i> , pages 75-136
		Identifying passages for close reading
13	Apr_29	<b>Homework for next class meeting:</b> 500-word analysis due in Canvas by
		beginning of next class meeting
		500-word analysis due in Canvas by beginning of class

14	May_4	Writing workshop
		<b>Homework for next class meeting:</b> 1200-word draft of paper 2
		1200-word draft of paper 2 due in Canvas at beginning of class
14	May_6	Research workshop
		<b>Homework for next class meeting:</b> Works Cited list for Paper #2
14	May_11	Works Cited list due at beginning of class.
		Writing Workshop
15	May_15	Final draft of paper #2 due at 11:59 pm