

**English 10: Great Works of Literature**

Spring 2002

Section 2: TR 13:30 – 14:45

Room: SH 139

Code: 07320

G.E. Designator: C2

Instructor: Dr. Mark Calkins

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Office Hours: TR 12:00 – 1:30 and by appt.

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**Required Textbooks** (available at the Spartan Bookstore):

Baudelaire, Charles. Flowers of Evil and Other Works. Trans. Wallace Fowlie. New York: Dover, 1992.  
(new \$9.95; used \$7.45)

Euripides. Bakkhai. Trans. Reginald Gibbons. Oxford: Oxford UP, 2001. (new \$12.95; used \$9.70)

Kafka, Franz. The Metamorphosis, In the Penal Colony, and Other Stories. Trans. Joachim Neugroschel.  
New York: Scribner, 1995. (new \$11.00; used \$8.25)

Shakespeare, William. King Lear. Ed. Stephen Orgel. New York: Penguin, 1999. (new \$3.95; used \$2.95)

---. Macbeth. Ed. Stephen Orgel. New York: Penguin, 2000. (new \$3.95; used \$2.95)

Williams, Tennessee. Suddenly Last Summer. New York: Dramatists Play Service, 1986. (new \$5.25;  
used \$3.90)

**Optional Textbook** (available at the Spartan Bookstore):

Murfin, Ross C., Supryia M. Ray. The Bedford Glossary of Literary and Critical Terms. Boston:  
Bedford/St. Martin's, 1997. (new \$19.35; used \$14.50)

**Required Materials:**

One or more "twin-pocket" portfolios

Large Blue Books (as needed)

A pocket English dictionary

**Course Description:** An introduction to the genres of fiction, drama and poetry for non-English majors, emphasizing the critical appreciation of these literary forms.

**Course Objectives:**

- Become aware how literature can represent the complexities of human experience
- Demonstrate that reading and writing about literature are valuable emotional and aesthetic experiences
- Understand that literature is as process as well as a product involving both writer and reader
- Develop your ability to analyze and interpret a piece of literature using standard literary terms, concepts, and principles
- Move from an superficial level of literary understanding to an informed and considered one
- Formulate a thesis based on you readings.
- Substantiating a thesis through appropriate references to primary texts, and through personal insights.

- Write essays and paragraphs that are well-focused and relevant to the subject identified in theses and topics.
- Effective analysis, interpretation, evaluation, and synthesis of ideas encountered in multiple readings.
- Writing compositions which are mainly free of significant errors in usage, writing mechanics, and spelling.
- Careful attention to review and revision.

### Grade Distribution:

Participation:	25%
Informal Writing Assignments:	15%
Formal Papers (3):	60%

### Course Schedule (tentative and subject to change depending on the progress of the class):

Week 1: Baudelaire	Week 9: Kafka
Week 2: Baudelaire	Week 10: Euripides – Paper #2 due
Week 3: Baudelaire	Week 11: Shakespeare
Week 4: Baudelaire	Week 12: Shakespeare
Week 5: Kafka – Paper #1 due	Week 13: Shakespeare
Week 6: Kafka	Week 14: Williams
Week 7: Kafka	Week 15: Williams – Paper #3 due
Week 8: Kafka	

### Course Policies:

**Grading:** All grades will be recorded as percentages until the final grade converts to a letter grade equivalent: A = 90–100%, B = 80–89%, C = 70–79%, D = 60–69%, below 60% = F. Both the instructor and the university use plus and minus grading.

**Attendance:** Since we will be doing group work on almost a daily basis, regular attendance is crucial. Simply put, you will not pass the course if you do not attend class regularly.

**Lateness:** Arriving late disrupts class. Class begins according to the time on the clock on the classroom wall. Upon your 3<sup>rd</sup> late arrival to class your course grade will automatically be dropped by one third (for example, from B to B-). Upon your next 2<sup>nd</sup> late arrival to class, your course grade will automatically be dropped by another third. Thereafter, *every* time you are late to class your course grade will automatically be dropped by another third. In sum, six cases of tardiness will result in the loss of one full grade point. If you will be regularly unable to get from one part of campus to class within the allotted time, please see me before the third week of classes.

**Participation:** To learn to apply, analyze, and synthesize course material you need to be an active participant in the course. Participation will consist of in-class group work, open class discussion, and in-class informal writing assignments. Informal writing assignments will *not* be evaluated according to spelling, organization, and grammar. Your overall participation will be evaluated according to evidence that you have done your reading and studying, are properly prepared for class, are engaged with the course material, and are thinking seriously about the readings.

**Late paper policy:** *No late papers will be accepted!* All papers must be handed in by end of class on the day they are due. Any papers turned in after that time are considered late; this includes papers turned in after class to my departmental mailbox. If you submit your paper via e-mail, it must be time-stamped no later than the time that class begins; if you turn in a paper to the

department a staff member must sign for it. If I am not there, papers turned in at my office (slipped under the door, for example) will not be accepted. *However*, each student is allowed one, penalty-free late paper so long as it is turned at the next class session.

**Make-up work following an absence:** Each student is responsible for obtaining class notes and assignment details, and for making up any applicable missed work by the next class session. In-class informal writing assignments cannot be made up for.

**Paper Format:** For outside-of-class, word-processed or typed essays, use standard 8 ½" x 11" white, unlined paper. You may use 12-point Times New Roman font *only* (see attached example). Use only one side of a sheet. Fasten papers in the upper left corner with staples only (no paper clips, torn and folded edges, etc.). Do not use plastic covers/binders, but please turn in your paper in a "twin-pocket" portfolio (see below). For other in-class essays, use lined loose-leaf paper (not torn out of a notebook with ragged edges). Please use only black or blue ink for all in-class writing.

**Saving your work:** Be sure to save all of your work on a computer disk and *always create a back-up disk!* If you type, make a photocopy.

**Course Portfolio:** Please save all your graded work, drafts, notes, etc. in a portfolio that can be turned in at the end of the semester.

**Assignment Portfolio:** When you turn in a formal writing assignment you will be asked to also turn in one or more assignment-related handouts, as well as all rough drafts, brainstorming notes, and any other writing-related material in a "twin-pocket" portfolio.

**From the Curriculum and Policy Committee:** "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."

**Use of outside assistance/Plagiarism zero-tolerance policy:** Copying all, or in part, another's material and presenting it as one's own is a grave matter. It is easy for an instructor to detect bought, "borrowed" or mass-produced papers. Discrepancies in style and mechanics will be revealed in the comparisons between in-class and out-of-class efforts. Additionally, tutors may help with prewriting and assist with basic skills, but should *not* be altering structure, inserting their own ideas or be functioning as proofreaders who correct all grammatical errors.

- EVIDENCE OF PLAGIARISM (or cheating on a test) WILL RESULT IN A GRADE OF ZERO FOR THE ASSIGNMENT (or test) AND A GRADE OF 'F' FOR THE COURSE. (See also the SJSU publication. "Academic Dishonesty and Its Consequences.")

**Statement of non-bias:** It is an instructor's responsibility to teach the material of the course and see to it that students become informed citizens who can think on their own. An instructor's place is not to promote any particular political philosophy or agenda; the University's General Education "Perspectives" requirement states, "All courses shall address issues of race, class, and gender when appropriate. Readings which include perspectives of women and diverse cultural groups shall be incorporated in all courses whenever possible."