

AML 2070: Survey of American Literature—Fall 2015
Section 9788
“A Nation in Conflict”
T, Periods 8-9 (3:00 pm-4:55 pm) and R, Period 9 (4:05 pm-4:55 pm)
Anderson Hall (AND) 19

Instructor: Jonathan Hernandez (jhernandez4@ufl.edu)

Course Site: <https://ufl.instructure.com/courses/320892/pages/aml2070-survey-of-american-literature-a-nation-in-conflict-fall-2015>

Listserv address: FALL-9788-L@lists.ufl.edu

Office: Turlington Hall (TUR) 4108

Office Hours: T & R – per. 6 (12:50 pm-1:40 pm), and by appointment

COURSE DESCRIPTION

This course will introduce students to some of the major writers, issues, and forms of American literature through reading and discussing a variety of texts, including: short stories, poetry, plays, novels, and graphic novels.

This course can satisfy the UF General Education requirement for Composition or Humanities. For more information, see: <https://catalog.ufl.edu/ugrad/current/advising/info/general-education-program.aspx>.

This course can also provide 6000 words toward fulfillment of the UF requirement for writing. For more information, see: <https://catalog.ufl.edu/ugrad/current/advising/info/writing-requirement.aspx>.

COURSE OBJECTIVES/GOALS

Since its inception, the United States has been a nation defined by conflict. In this class, we will be carefully reading and discussing works of American Literature dealing with all manner of conflicts: from military conflicts such as the American Revolutionary War, the Civil War, and the Korean War, to ideological conflicts centered on gender, race, ethnicity, social class, etc. Students will be introduced to some of the major issues taking place during the time period in which our course readings take place, as well as the time period when they were written.

By the end of this course, students are expected to have a greater understanding of the causes and ramifications of the conflicts we read about. In addition, students are expected to leave this class with a broad, but comprehensive, overview of the diversity of American literature by becoming aware of how writers from various backgrounds have contributed to the American literary canon through writing about the various conflicts involving the United States and its people. Finally, students will gain experience analyzing various forms of literature and forming original arguments that contribute towards existing scholarship. In order to form these arguments, students will also leave the class familiar with the MLA citation style, which will be instrumental in allowing them to cite and quote various forms of literary and academic texts in their own writing.

REQUIRED & RECOMMENDED TEXTS

All course texts will be available at the UF Bookstore. If you are purchasing your texts through online vendors, you should search for the ISBN indicated on the next page to ensure you can easily follow along with the rest of the class during discussions. In addition, please note that some e-books may be slightly cheaper than the paperback editions of the required texts, though these versions may not include pagination.

Note: Failure to bring assigned text(s) to class to facilitate discussion on the days indicated on the **Course Schedule** reflects a lack of preparedness for class on your part and will result in you being marked **absent** for the day.

Required Texts:

- Alexie, Sherman. *Flight*. New York: Black Cat, 2007. Print. (ISBN: 0802170374)
- Baym, Nina. *The Norton Anthology of American Literature*. Shorter 8th ed. Two Vol. New York: W.W. Norton & Co., 2012. Print. (ISBN: 0393918882)
- Morrison, Toni. *Home*. New York: Vintage International, 2012. Print. (ISBN: 0307740919)
- Wilson, G. Willow, author. *Ms. Marvel Volume 1: No Normal*. Art by Adrian Alphona. New York: Marvel, 2014. Print. (ISBN: 078519021X)

Recommended Text:

Gardner, Janet E. *Reading and Writing About Literature: A Portable Guide*. 3rd. ed. New York: Bedford/St. Martin, 2012. Print. (ISBN: 1457606496)

Note: Throughout the semester, additional readings will be posted on our course's Canvas site. You are responsible for printing out a copy of these readings, or bringing in your laptop to access them in class.

ASSIGNMENTS

The following assignments are meant to provide students with the opportunity to analyze and discuss literature in a sustained manner and in a variety of contexts. Due dates for major assignments are noted in our **Course Schedule** and on Canvas, and I will also provide more detailed guidelines for each assignment throughout the semester.

1. Reading Responses—4 responses, 500 words each; 20% final grade

On four separate occasions during the semester (due dates can be found on the **Course Schedule**), you will turn in a response to the day's reading(s). You should consider these reading responses as a precursor to class discussion, which means responses need to go beyond a simple summary of the text(s) and demonstrate how you are beginning to work through the larger themes and ideas about the texts we are reading. I will provide you with specific guidelines for these reading responses at the beginning of the semester.

2. Close Reading Assignment—1,000 words; 10% of final grade

For your first major assignment, which is meant to assess your close reading skills, you will provide a sustained analysis of any literary text we have read in the first four weeks of class. I will provide you with general guidelines for this assignment, but all students are strongly encouraged to arrange a conference with me to discuss possible ways of approaching this essay.

3. Critical Article Analysis—1,000-1,500 words; 15% of final grade

For your second major assignment, you will find an academic article related to one of the texts we have read from weeks one-six and write an essay in response to the author's argument. In this essay you must provide a brief summary of the author's argument, as well as a detailed analysis of the effectiveness and validity of this argument. In addition, you should discuss the way in which this argument shapes or challenges your understanding of the text it covers. All students are **required** to schedule a conference with me to discuss their approach towards this assignment.

4. Presentation — 10% of final grade

At some point in the semester, each student will contextualize the day's reading through a brief (five-ten minute) presentation that covers some cultural or historic aspect of the text(s) we are discussing that day. Students will sign-up for a presentation topic (and date) from a list I will provide you with during the second week of the semester.

These presentations, which will take place before our class discussion, should: include a visual element (either a PowerPoint presentation or Prezi, or a printed handout), explain how the topic of their presentation relates to the day's reading, and pose an open critical analysis question to the class.

All students are **required** to schedule a conference with me to discuss their planned presentation **at least** a week before its scheduled date.

5. Critical Analysis Paper—2,000-2,500 words, 20% of final grade

Your final paper for this course will involve your presentation of an original argument that works with some of the major issues and themes discussed in this course. For this assignment you may choose to write extensively about *Home*, *Flight*, or *Ms. Marvel, Vol. 1*. Conversely, you may decide to frame your argument through an extensive comparison of any two-three texts (of any length, and from any movement or era). The **Critical Analysis Paper** requires a *minimum* of two outside sources of an **academic nature**, which means you will need to carefully research your chosen topic in order to effectively present your argument.

As with the **Critical Article Analysis** and **Presentation** assignments, all students are **required** to arrange a conference with me to discuss their approach towards this paper, especially since this is the most complex paper of the semester.

6. Reading Quizzes—5% of final grade

Sporadic reading quizzes will be given throughout the semester during the first fifteen minutes of class to ensure that students are keeping up with readings. These short answer and true/false format quizzes will test if you read the text and *how well* you read the text, which means it is important that you read closely, focusing not only on plot, but also on tone, theme, format, and character. These quizzes should not be difficult for students who complete the assigned readings.

If you arrive to class once a quiz has begun, you have the remainder of the given time to complete the quiz. **Quizzes CANNOT be made up, and the only excuse for a missed quiz is written verification of participation in an official university-sponsored event for the day missed (submitted in advance), a doctor's note, or absence due to a religious holiday.**

Note: If at any point in the semester it becomes evident that a majority of students are not completing the course readings, I reserve the right to assign quizzes with increased regularity.

7. In-Class Work and Homework—20% of final grade

This grade accounts for **active** and **meaningful** participation during in-class discussions, group work, and activities, as well as involvement in peer review workshops, and completion of assorted homework assignments.

GRADING**Assignments and Grade Distribution**

Reading Responses (4 responses, 500 words each)	20%
Close Reading Assignment (1,000 words)	10%
Critical Article Analysis (1,000-1,500 words)	15%
Individual Presentation	10%
Critical Analysis Paper (2,000-2,500 words)	20%
Quizzes	5%
In-Class Work and Homework	20%
Total	100%

Grading Scale

A	4.0	93-100	930-1000	C	2.0	73-76	730-769
A-	3.67	90-92	900-929	C-	1.67	70-72	700-729
B+	3.33	87-89	870-899	D+	1.33	67-69	670-699
B	3.0	83-86	830-869	D	1.0	63-66	630-669
B-	2.67	80-82	800-829	D-	0.67	60-62	600-629
C+	2.33	77-79	770-799	E	0.00	0-59	0-599

The following is a basic rubric which will be used to grade your major writing assignments:

- A** An A paper presents a strong original argument that is well-argued, supported, and organized, and which demonstrates thorough engagement with the text and its relation to the themes and/or concepts discussed in the course. Papers at this level also contain strong prose and are mostly free of typos, as well as mechanical and stylistic errors.
- B** A B paper falls noticeably short in **one** of the criterion for a strong argument listed above, but still demonstrates a thorough engagement with the text and its relation to the themes and/or concepts discussed in the course. Work in this range needs minor revision, but is otherwise stylistically and mechanically sound, with few errors.
- C** A C paper falls noticeably short in terms of **two or more** of the criterion for a strong argument. Work in this range also needs significant revision in terms of its content and organization and may contain several spelling and/or mechanical errors. Nonetheless, a C paper still shows effort and potential.
- D** A D paper is generally disorganized, too simple in terms of its argument and/or poorly-argued, and may also lack textual support for points being made. Work in this range is in

need of significant revision and contains numerous spelling and/or mechanical errors that affect the clarity of the student's writing.

- E An E paper falls short of **almost all** of the requirements for an effective argument listed above **and/or** may have lost excessive points for not following the basic assignment prompt or for being incomplete/late/missing. Work in this range is also full of spelling and mechanical errors which make the writing unclear and/or unreadable.

On a related note, any assignment that is found to be plagiarized will automatically receive a grade of E.

Please note that the above rubric is not exact. Other factors, such as failure to follow basic assignment prompts or requirements, obvious inaccurate textual references, etc. will affect your grade.

General Education Learning Outcomes

The University Writing Requirement (WR) ensures students maintain their fluency in writing and use writing as a tool to facilitate learning, which means AML 2070 course grades have two components:

*To receive writing credit, students must pass this course with a grade of “C” or higher to satisfy the CLAS requirement for Composition (C) and **papers must meet minimum word requirements totaling 6000 words for students to receive the 6,000-word University Writing Requirement (E6).***

Throughout the semester, we will go over some of the fundamentals of writing in general, and writing about literature in particular. I will also evaluate and provide feedback on your written assignments with respect to content, organization and coherence, argument and support, style, clarity, grammar, punctuation, and mechanics.

COURSE POLICIES AND PROCEDURES

Since this is a literature course, students should expect a fair amount of reading and writing assignments. Additionally, a class like AML 2070 thrives on a high-quality discussion of the texts being read, which means that the success of this class depends on the active and meaningful participation of *all* class members.

Attendance Policy

You should take attendance in this course very seriously, as discussions in class cannot be replicated; if you miss class you are also missing that day's lesson. All students are allowed up to THREE (3) unexcused absences during the semester. **However, if you miss more than SIX (6) periods during the term, you will automatically fail the entire course. This policy includes excused and unexcused absences.** Since this class meets on a block schedule, keep in mind that:

Being absent on a Tuesday constitutes two absences, since we are technically meeting for the duration of two regular class periods, while missing class on a Thursday counts as one absence.

Exempt from this policy are only those absences involving official university-sponsored events, such as athletics (see **Twelve-Day Rule** below), band, and debate; as well as extenuating circumstances like religious holidays, military duty, and court-mandated responsibilities.

Note: Any absences related to official university-sponsored events, religious holidays, military duty, and court-mandated responsibilities must be discussed with me prior to the date of the absence in order to arrange potential make-up work.

Twelve-Day Rule

According to University policy, “Students who participate in athletic or extracurricular activities are permitted to be absent 12 scholastic days per semester without penalty. (A scholastic day is any day on which regular class work is scheduled)”. Please consult the following link for more information on this policy:

<https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx#twelvedayrule>

Illness

In case of illness, a valid, signed, doctor’s note with the reason illness or injury prevented you from attending class should be submitted, and will be accepted at my discretion. Prolonged absences due to illness, or for any other reason, should be discussed with me in advance if possible to arrange make-up of assignments.

Make-up of Assignments

I will not approach you regarding absences and missing or late assignments; it is your responsibility to keep track of your own attendance and assignments. In addition, unless we have agreed on an extension, you are still responsible for turning in any assignments due during your absence on time. You will not, however, be able to make up any quizzes or in-class activities you miss.

Tardiness

If you arrive **10 minutes** after class starts, you will be counted as **tardy**. If you arrive **more than 15 minutes** after class starts, you will be considered **absent** for the day. Since excessive tardiness disrupts class discussion, **two consecutive instances of tardiness will constitute an absence**.

Participation

As you may have noticed, your completion of homework, as well as in-class assignments (which includes **active** and **meaningful** participation in discussions about our readings) is a crucial component of your overall course grade. It is not enough for you to be in class on time every day; you must also be willing and ready to actively engage in our various collective and group discussions throughout the course, as the insights you will gain and provide during these discussions will help you and your classmates during individual writing assignments. This means that you are expected to complete all assigned reading for each class and come prepared to share your questions and insights about the reading(s) with the rest of the class.

Additionally, it is vital that we listen to each other’s’ thoughts and views with respectfulness and an open mind, particularly since some of the texts we will be discussing may deal with sensitive or controversial topics. You should know that in this class, you are always allowed to present your perspective on a topic or introduce a specific reading of a text, but any disrespect towards, or harassment of, others will not be tolerated and will result in you being asked to leave the classroom, marking you absent for the day.

Mode of Submission for Papers

All papers you write for this class, but especially final drafts of assignments, should feature polished writing and reflect your best possible effort. In addition, your papers **must** conform to basic MLA format*. This means your papers must meet the following basic formatting guidelines:

- Your name and other relevant information (course title, name of instructor, date) on the *top left-hand* side of the page
- Original/creative title for assignment (something that goes beyond “Reading Response 1,” “Close Reading Assignment,” “Critical Analysis Paper,” etc.)
- 12 point Times New Roman font, double-spaced
- 1 inch margins all around
- MLA style headers with your last name and page number on the top right side of the page, beginning with second page
- MLA-style citations (in-text, and at the end of your paper on a separate Works Cited page)

*If you are not familiar with MLA format, it is your responsibility to consult our recommended course text, *Reading and Writing about Literature*, or the resources available at the [Purdue OWL website](#).

All final drafts of papers will be titled according to the specifications on the respective assignment sheet and submitted as MS Word (.doc) or Rich Text Format (.rtf) documents (no .pages files, please) to the indicated location on Canvas. In addition, any requested hard copies of assignments should be submitted in a professional manner (i.e. pages stapled, and no dirty, wrinkled, or torn pages).

Note: E-mailed assignments are **not** accepted, and failure of technology (computer/printer/internet issues) is not an excuse for failing to turn in work on time!

Late Work Policy

As indicated in the **Attendance Policy** section of this syllabus, students are responsible for submitting assignments online and/or in class by the assigned date and time, unless other arrangements have been made with me ahead of time. **While late work is accepted, it will be penalized by ONE (1) letter grade for every day (Mon.-Sun.) it is late out of fairness to those students who turned in the assignment by the deadline.**

Paper Maintenance Responsibilities

Students are responsible for maintaining duplicate copies of all work submitted in this course and retaining all returned and graded work until the semester is over. Should the need arise for a resubmission of papers or a review of graded papers, it is the student’s responsibility to have and to make available this material.

Students should also get in the habit of carefully naming and saving all writing assignments and paper drafts not only on a computer, but also on a flash drive, external hard drive, or a cloud-based service like Dropbox or Google Docs.

Final Grade Appeals

If a student has any disagreement about their final grade, they should contact me first to arrange a conference. If our discussion does not resolve the matter, the student may appeal a final grade by filling out a form available from Carla Blount, Department of English Program Assistant. **Please note that grade appeals apply to final semester grades, not individual**

assignment grades, and may result in a higher, unchanged, or lower final grade.

Academic Honesty

As a University of Florida student, your performance is governed by the UF Student Honor Code, (<https://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/>). The Honor Code requires students to neither give nor receive unauthorized aid in completing all assignments. Violations include cheating, plagiarism, bribery, and misrepresentation, all defined in detail at the above site.

Note: Academic dishonesty also includes re-submitting for credit the exact same assignment that has been submitted in a different course or a different section of a course, **EVEN** if it is your own work.

This class has a **zero tolerance** policy for plagiarism and other forms of academic dishonesty. Upon its submission to Canvas, each student's work will be tested for its originality by Turnitin.com, which compares student papers to other papers submitted to the University, as well as other content in its database. A negative report from this service may constitute **PROOF** of plagiarism, and if you are found to have plagiarized, you will fail the respective assignment. You may also fail the class and/or be reported to the university, depending on the severity of the case.

Important Tip: You should never copy words from a book, article, or the internet without also providing the exact location from which they originated.

Electronics Policy

During class, students are required to place cell phones on *silent mode*. If you are seen texting or using your phone during class lectures or discussions, I may ask you to leave the classroom, marking you absent for the day. In addition, lack of engagement/participation during discussion or other class activities because of phone use will result in me taking points off the respective assignment or activity, which will in turn affect your ***In-Class Work and Homework*** grade.

Other electronic devices, such as laptops and tablets can be used to take notes, access course readings, and work on assignments when class time is provided to do so. Please use these devices prudently. If I see that these devices are being misused, you will be asked to leave them outside of class.

Personal Emergencies

If you ever have a personal emergency that requires you to step outside for a moment or leave class early, please discuss it with me ahead of time. Otherwise, you may be marked absent.

E-mail Correspondence

All emails addressed to me should be sent from your UF email address **only** and be written in a professional tone that follows rules of grammar and etiquette. Along with your message, please include: a clear subject line, a proper salutation, and a signature that includes your name. During the week I will respond to emails within 24 hours, and during weekends I may take up to 48 hours. If you have a time sensitive question, it may be better for you to speak to me before or after class, or come to my office hours.

Conferences

While all students are **required** to attend conferences with me as part of their preparation for the ***Critical Article Analysis, Presentation*** and ***Critical Analysis Paper*** assignments, in

general, students are encouraged to attend my office hours if they have questions about their progress in the class, or have any other course-related concerns or suggestions. In addition, conferences are frequently the best way for students to continue to talk about readings, improve their understanding of the course material, and organize their ideas in regards to writing assignments. If there is a time conflict with my posted office hours, please contact me in advance to arrange a suitable time when we can meet.

University Writing Studio

The University Writing Studio is located in Tigert 302 and is available to all UF students who are looking for additional assistance on writing assignments. See the following link for details and to schedule an appointment: <http://writing.ufl.edu/writing-studio/>

Students with Disabilities

The University of Florida complies with the Americans with Disabilities Act. Students requesting accommodation should contact the Disability Resources Center (DRC), located in Reid Hall 001. That office will provide documentation to the student, who must then provide this documentation to me when requesting accommodation.

Statement on harassment

UF provides an educational and working environment that is free from sex discrimination and sexual harassment for its students, staff, and faculty. For more about UF policies regarding harassment, see:

http://www.ufsa.ufl.edu/faculty_staff/fees_resources_policies/sexual_harassment/

UF online evaluation process

UF students are expected to provide feedback on the quality of instruction in this course based on ten criteria. These evaluations are conducted online at <https://evaluations.ufl.edu/evals/Default.aspx>. Evaluations are typically open during the last two-three weeks of the semester, but students will be given specific times when evaluations are open.

COURSE SCHEDULE

The following schedule is tentative and subject to change (with advance notice) throughout the semester. **Please attend class regularly to be aware of any announcements or updates to this schedule and note that the most up-to-date version of the course schedule will be posted on Canvas.** All assignments and readings are due the day they are listed.

Note: Asterisks indicate readings posted on Canvas.

Week 1: 8/25 & 8/27

T: Course introduction, review syllabus

TR: Irving, "Rip Van Winkle" (*Norton*, Vol. 1 p. 470)

Strategies for Reading Literature

Week 2: 9/1 & 9/3

T: Introduction of Close Reading Assignment

Hawthorne, "Young Goodman Brown" (*Norton*, Vol. 1 p. 619);

Poe, "The Black Cat" (*Norton*, Vol. 1 p. 718)

Writing about Literature

TR: Reading Response # 1 Due

Melville, "Benito Cereno" (*Norton*, Vol. 1 p. 1128)

Week 3: 9/8 & 9/10

T: Whitman, "Spontaneous Me" (*Norton*, Vol. 1 p. 1067-1069), "When I Heard the Learn'd Astronomer" (*Norton*, Vol. 1 p. 1078), "The Wound-Dresser" (*Norton*, Vol. 1 p. 1080);

Dickinson, 39 [49] [I never lost as much but twice-] (*Norton*, Vol. 1 p. 1193), 236 [324] [Some keep the Sabbath going to Church -] (*Norton*, Vol. 1 p. 1196), 260 [288] [I'm Nobody! Who are you?] (*Norton*, Vol. 1 p. 1197)

TR: Reading Response # 2 Due

Chesnutt, "The Wife of His Youth" (*Norton*, Vol. 2 p. 465)

Week 4: 9/15 & 9/17

T: Chopin, "The Story of an Hour" (*Norton*, Vol. 2 p. 425);

Gilman, "The Yellow Wall-paper" (*Norton*, Vol. 2 p. 485)

TR: Close Reading Assignment Due

Glaspell, "Trifles" (*Norton*, Vol. 2 p. 743)

Week 5: 9/22 & 9/24

T: Introduction of Critical Article Analysis Assignment

*Fitzgerald, "May Day"

TR: Reading Response # 3 Due

Faulkner, "A Rose for Emily" (*Norton*, Vol. 2 p. 998) and "Barn Burning" (*Norton*, Vol. 2 p. 1004)

Week 6: 9/29 & 10/1

T: Hughes, "The Negro Speaks of Rivers" (*Norton*, Vol. 2 p. 1038), "I, Too" (*Norton*, Vol. 2 p. 1039), "Democracy" (*Norton*, Vol. 2 p. 1043), and "Theme for English B" (*Norton*, Vol. 2 p. 1044)

TR: Critical Article Analysis Assignment Student Conferences

Week 7: 10/6 & 10/8

T: *Baldwin, "Sonny's Blues;"

Ellison "Chapter 1 [Battle Royal]," from *Invisible Man* (*Norton*, Vol. 2 p. 1211)

TR: Critical Article Analysis Assignment Peer Review

*O' Connor, "A Late Encounter with the Enemy"

Week 8: 10/13 & 10/15

T: Critical Article Analysis Assignment Due

Plath, "Morning Song" (*Norton*, Vol. 2 p. 1418), "Lady Lazarus" (*Norton*, Vol. 2 p. 1418), and "Daddy" (*Norton*, Vol. 2 p. 1421)

TR: Roth, "Defender of the Faith" (*Norton*, Vol. 2 p. 1435)

Week 9: 10/20 & 10/22

T: Begin Morrison, *Home* (p. 1-66)

TR: *Home*, cont. (p. 67-102)

Week 10: 10/27 & 10/29

T: **Introduction of Critical Analysis Paper Assignment**

Finish *Home* (p. 103-end)

TR: Anzaldúa, "How to Tame a Wild Tongue" (*Norton*, Vol. 2 p. 1521);

Cisneros, "Woman Hollering Creek" (*Norton*, Vol. 2 p. 1588)

Week 11: 11/3 & 11/5

T: **Reading Response # 3 Due**

Kingston, "No Name Woman," from *The Woman Warrior* (*Norton*, Vol. 2 p. 1507)

TR: *Phan, "Gates of Saigon"

Week 12: 11/10 & 11/12

T: **Reading Response # 4 Due**

*Obejas, "We Came All the Way From Cuba So You Could Dress Like This?"

Díaz, "Drown," (*Norton*, Vol. 2 p. 1666)

TR: **Critical Analysis Paper Student Conferences**

Week 13: 11/17 & 11/19

T: Begin Alexie, *Flight* (p .1-78)

TR: *Flight*, cont. (p .79-117)

Week 14: 11/24 & 11/26

T: Finish *Flight* (p .118-end)

TR: **THANKSGIVING BREAK—NO CLASS**

Week 15: 12/1 & 12/3

T: Begin Wilson, *Ms. Marvel*, Vol. 1 (Issues 1-3)

TR: **Critical Analysis Paper Peer Review**

Finish Wilson, *Ms. Marvel*, Vol. 1 (Issues 4 & 5)

Week 16: 12/8

T: **Critical Analysis Paper Due**; Course Wrap-up