

Instructor Name: Anthony Jones

Course Meeting Time and Location: MWF 8th per. (3:00-3:50), RNK 230

Office Location and Hours: TUR 4360, W and F 7th per. (1:55-2:45) or by appt.

Course Website: Canvas

Instructor Email: aejones08@ufl.edu

Course Description:

Genres as diverse as captivity narratives, sermons, poetry, short stories, personal letters, autobiography, and novels make up the multifaceted canon of American Literature from the seventeenth to the twenty-first centuries. In this introductory course, we will examine, discuss, and debate various cultural texts, exploring the manner in which they interact with and comment upon one another. We will proceed chronologically from the early colonial era through the Revolutionary, Romantic, Modernist, and current Post-modernist periods.

As we survey American literature, we will also contextualize our works. Issues of identity (religious, political, philosophical) stirred tensions in the authors and their audiences. For example, Thomas Paine's *Common Sense* is a prose pamphlet which cohered American nationalist sentiments. It highlighted a shared cultural background while advocating independence from Great Britain. By examining the artistry of individual texts, as well as some of the social and political contexts of these works, we will come to recognize that definitions of terms like *beauty* and *worth* in literature are elusive at best. Who makes these choices, and why should they have an impact? Furthermore, to what degree do the texts under survey articulate a diverse cultural and ethnic heritage? What are their contemporary resonances? These are some of the queries we will undertake together in this course, and in so doing, we will enter a larger historical conversation about literary studies.

General Education Objectives:

- This course confers General Education credit for either Composition (C) *or* Humanities (H). This course also fulfills 6,000 of the university's 24,000-word writing requirement (WR).
- *Composition courses* provide instruction in the methods and conventions of standard written English (grammar, punctuation, usage), as well as the techniques that produce effective texts. Composition courses are writing intensive. They require multiple drafts submitted to your instructor for feedback before final submission.
- Course content includes multiple forms of effective writing; different writing styles, approaches, and formats; and various methods to adapt writing to different audiences, purposes, and contexts. Students will learn to organize complex arguments in writing by using thesis statements, claims and evidence, and logic analysis.
- The university *Writing Requirement* (WR) ensures students both maintain their fluency in writing and use writing as a tool to facilitate learning. To receive Writing Requirement credit, a student must receive a grade of C or higher and a satisfactory completion of the writing component of the course. This means that written assignments must meet

minimum word requirements totaling 6000 words.

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General Education Learning Outcomes:

This class is a General Education course providing student learning outcomes listed in the Undergraduate Catalog. For more information, see:

<https://catalog.ufl.edu/ugrad/current/advising/info/general-education-requirement.aspx> .

At the end of this course, students will be expected to achieve the following learning outcomes in content, communication, and critical thinking:

- **Content:** Students demonstrate competence in the terminology, concepts, theories, and methodologies used within the academic discipline.
- **Communication:** Students communicate knowledge, ideas, and reasoning clearly and effectively in written and oral forms appropriate to the discipline. Students will participate in class discussions throughout the semester to reflect on assigned readings.
- **Critical Thinking:** Students analyze information carefully and logically from multiple perspectives, using discipline-specific methods and developing reasoned solutions to problems.

Required Texts

Baym, Nina, ed. *The Norton Anthology of American Literature*, (ISBN: 0393918858)

Hurston, Zora Neale. *Their Eyes Were Watching God*, (ISBN: 0060838671)

McCarthy, Cormac. *The Road*, (ISBN: 9780307476302)

Course Policies:

1. You must complete *all assignments* to receive credit for this course. You are expected to be prepared for every class, including completing all reading and writing assignments on time.
2. **Attendance:** a) AML 2070 is a participation-oriented course, which means that you will build your skills and gain knowledge incrementally and systematically in each class throughout the semester. Attendance is crucial in engaging with other students about the reading and writing assignments. Much of the learning that takes place is spontaneous and difficult to reproduce outside of class. Consequently, if you miss four or more 50-minute periods, you will fail the entire course. b) Only those absences involving military service; court-mandated obligations, such as jury duty and court testimony; university-sponsored events, such as athletics and band, and religious holidays, are exempt. Absences for illness or family emergencies will count toward your three allowed absences. Please provide a doctor's note. Each absence beyond two may lower your overall grade. If you are absent, it is still your responsibility to make yourself aware of all due dates. You are still responsible for turning assignments in on time. c) Please do not come late to class; arriving late disrupts the entire class. If you are more than 15 minutes late, you will be marked absent. Being tardy three times will equal one absence. Save your absences for when you really need them.

3. **Paper Format and Submission:** All papers must be in 12-point Times New Roman or 3 Calibri font and double-spaced. Be sure to staple papers before submitting hard copies. Your final drafts should be polished and proof read. Students will be notified in class whether a paper is to be submitted on Canvas or in hard copy.
4. **Late Papers/Assignments:** Papers and drafts are due at the beginning of class. Extensions can be negotiated in advance of deadline; late papers will not be accepted. Failure of technology is not an excuse. If an assignment is to be submitted via Canvas, it must be submitted before the Canvas site deadline.
5. **Paper Maintenance Responsibilities:** Keep duplicate copies of all work submitted in this course. Save all returned and/or graded work in this course until the semester is over.
6. **Academic Honesty and Definition of Plagiarism:** Plagiarism violates the Student Honor Code and requires reporting to the Dean of Students. All students must abide by the Student Honor Code: <http://www.dso.ufl.edu/sccr/honorcodes/honorcode.php>
7. Students with *disabilities* who are requesting accommodations should first register with the Disability Resource Center (352-392-8565 <http://www.dso.ufl.edu/drc/>), which will provide appropriate documentation to give the instructor.
8. For information on UF Grading Policy, see: <https://catalog.ufl.edu/ungrad/current/regulations/info/grades.aspx>
9. **Grade Appeals:** In 1000- and 2000-level courses, students may appeal a final grade by filling out a form available from Carla Blount, Program Assistant, in the Department office (4008 TUR). Grade appeals may result in a higher, unchanged, or lower final grade.
10. **Course Evaluations:** Toward the end of the semester, you will receive email messages asking you to go online and evaluate this course: <https://evaluations.ufl.edu>.
11. Students who face difficulty completing the course or who are in need of counseling or urgent help may call the on-campus Counseling and Wellness Center, (352) 392-1575, or contact them online: <http://www.counseling.ufl.edu/cwcDefault.aspx>
12. **Cell Phones and Laptops:** Cell phones must be silenced or on vibrate at the beginning of class. Laptops are not necessary for this class and must be kept shut and put away unless the instructor gives you permission to use them.
13. UF provides an educational and working environment for its students, faculty, and staff that is free from sex discrimination and sexual harassment. For more about UF policies regarding harassment, see: <http://www.dso.ufl.edu/sccr/sexual/>. Please keep in mind that students come from diverse cultural, economic, and ethnic backgrounds. Some of the texts we will discuss and write about engage with controversial topics and opinions. Diverse student backgrounds combined with provocative texts require that you demonstrate respect for ideas that may differ from your own.

Tentative Course Schedule

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AMERICAN LITERATURE: BEGINNINGS TO 1700

- Week 1** (Aug. 21-25)
M- Introduction: Purpose, Goals, and Syllabus Review
W- Diagnostic Writing Assignment
F- Bradford, *Of Plymouth Plantation* (81-90)
- Week 2** (Aug. 28-Sept. 1)
M- Bradstreet, "The Author to Her Book;" "Before the Birth of One of Her Children;" and "A Letter to Her Husband, Absent upon Public Employment" (119-21)
W- Rowlandson, *Narrative* (127-43)
F- Mather, *The Wonders of the Invisible World* (151-55)

AMERICAN LITERATURE: 1700-1820 (ENLIGHTENMENT)

- Week 3** (Sept. 4-8)
M-No Class-----Labor Day
W- Pontiac, "Speech at Detroit" (223-24); O'Connell, *A Short Narrative* (225-27); Tecumseh, "Speech to the Osages" (232-33)
F- Paine, *Common Sense* (324-31); Jefferson, *Autobiography* (339-44)
- Week 4** (Sept. 11-15)
M- Equiano, *Narrative of the Life* (355-87)
W- Wheatley, various poems (403-11)
F- Brown, *Edgar Huntley* (414-43)

AMERICAN LITERATURE: 1820-1865 (ROMANTICISM)

- Week 5** (Sept. 18-22)
M-Peer Review of Interpretive Essay
W- Irving, "Rip Van Winkle" (470-82)
F- Cooper, *The Last of the Mohicans* (485-91); **Interpretive Essay Due**
- Week 6** (Sept. 25-29)
M- Emerson, "Self-Reliance" (549-66)
W- Hawthorne, "The Birth Mark" (645-56)
F- Poe, "The Purloined Letter" (724-37)
- Week 7** (Oct. 2-6)
M- Whitman, "Crossing Brooklyn Ferry" (1069-73), "When Lilacs in

the Dooryard Bloom'd" (1082-88)
W-Melville, "Bartleby the Scrivener" (1102-28)

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F-Dickinson, (1206-07 #479), (1207-08 #591), 1212-13 #1096)

AMERICAN LITERATURE: 1865-1914 (REALISM AND NATURALISM)

Week 8 (Oct. 9-13)
M-Twain, "The Notorious Jumping Frog of Calaveras County" (1285-89)
W-Chesnutt, "The Wife of His Youth" (1649-57)
F-No Class-----Homecoming

Week 9 (Oct.16-20)
M-James, "The Art of Fiction" (1738-40)
W-Chopin, "The Story of an Hour" (1609-11)
F-Midterm

AMERICAN LITERATURE: 1914-1945 (MODERNISM)

Week 10 (Oct. 23-27)
M-Faulkner, "A Rose for Emily" (2182-88)
W-Frost, various poems (1918-21)
F-Glaspell, *Trifles* (1926-36)

Week 11 (Oct. 30-Nov. 3)
M-Hurston, *Their Eyes Were Watching God*
W-Hurston
F-Hurston

Week 12 (Nov. 6-10)
M-Individual Conferences
W-Individual Conferences
F-No Class---Veterans Day

Week 13 (Nov. 13-17)
M-Anderson, *Winesburg, Ohio* (1939-47)
W-Hemingway, "The Snows of Kilimanjaro" (2205-21)

AMERICAN LITERATURE SINCE 1945 (POSTMODERNISM)

F-Bellow, *The Adventures of Augie March* (2407-16)

Week 14 (Nov. 20-24)

M- Peer Editing of Comparative/Analytical Essay
W-No Class-----Thanksgiving

F-No Class-----Thanksgiving

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- Week 15** (Nov. 27-Dec. 1)
M-Ginsberg, "A Supermarket in California" (2548-49); Rich, "A Valediction
Forbidding Mourning" (2569-70); **Comparative/Analytical Essay Due**
W- McCarthy, *The Road*
F- McCarthy
- Week 16** (Apr. 17-19)
M-McCarthy
W-**Final Exam**

Assignments (see below for grading rubric):

Weekly Response

3500 words

The weekly responses are 500 words due *either* MWF for a total of 7 responses.

I would like you to submit one reading response of 500 words each, commenting on that particular class day's reading. (For example, if you submit a response on Monday, your response should comment upon Monday's reading.) What was interesting, provocative, or troubling about the content of that reading assignment? What are your feelings about a particular character, plot development, or the author's use of literary devices? How does the reading relate to contemporary culture? These are just a few effective approaches to this assignment. Each response should have a thesis and developing paragraphs. Focus on one idea and have fun.

Interpretive Essay (Canvas will include a detailed explanation of this assignment.)

1000 words

The short interpretive essay will be due early in the semester. In it, you will practice close reading and interpretation of a passage or passages of your choosing from works we have read thus far. The words from the passage will not count towards the university writing requirement.

Comparative/Analytical Essay (Canvas will include a detailed explanation of this assignment.)

1500 words

In this essay, you should take into account and build on any comments and suggestions you received on your short interpretive essay. Here, you will undertake a comparative/analytical approach to a particular element (theme, characterization, formal structure, etc.) that you find within one or two works.

Exams

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You will take a midterm and final exam in this course. Assume that if we read it or discussed it in class, it could potentially show up on the midterm or final. The midterm will test your knowledge of the texts and terms we have studied and discussed through the midpoint of the semester. The final will test your knowledge of the texts and terms we have studied since the midpoint of the semester. That is, the final will not be cumulative. While both exams will probably contain a mix of multiple choice, true/false, short answer, and short essay questions, I do not anticipate that they will be inordinately long.

Assignments and Grade Distribution

Points

Essay 1 (1000 words) - 15%	150
Essay 2 (1500 words) - 20%	200
Weekly reading responses (7@500 words each) - 28%	280
Midterm/Final-15%	150
Substantive Class Participation/Discussion-10%	100
Unannounced Quizzes - 12%	120 = 1000 pts.

- A: 94-100 (4.0)
- A-: 90-93 (3.67)
- B+: 87-89 (3.33)
- B: 84-86 (3.0)
- B-: 80-83 (2.67)
- C+: 77-79 (2.33)
- C: 74-76 (2.0)
- C-: 70-73 (1.67)
- D+: 67-69 (1.33)
- D: 64-66 (1.0)
- D-: 60-63 (.67)
- E: 0-59 (0)

A - You successfully completed the assignment at a high quality level, and your work shows originality and creativity. Your paper reveals that you have grappled deeply with the assignment's topic. Your paper is clearly structured, thoroughly supported, and persuasive. The assignment contains no errors in grammar, spelling, and/or syntax.

B - You successfully completed the assignment at a moderately high level. Your paper reveals that you have thought deeply about the assignment's topic and have developed a largely persuasive argument, although your work may need slight revisions in terms of structure and/or content. The assignment is almost completely without errors in grammar, spelling, and/or syntax.

C - While your paper reveals that you have given some thought to the assignment's topic, your paper seems more of a rough draft than a final version and requires substantial revisions, likely in terms of both structure and content, in order to persuade the reader. While your assignment may be readable, it contains some errors in grammar, spelling, and/or syntax.

D - You did what the assignment required of you at a poor quality level. Work in this range needs significant revision. The paper's main ideas are poorly supported, and an organizational structure is difficult to discern. Frequently, writing at this level may suffer from many problems in grammar, spelling, and/or syntax which are so serious as to render portions of the paper nearly unreadable.

E - Papers which earn E's fail to show that the writer has given any consideration to the assignment's topic. The paper offers slim to no support for its argument, and an organizational structure cannot be discerned. The paper contains an unsatisfactory number of errors in grammar, spelling, and/or syntax. Importantly, if any of the paper has been plagiarized, it will also receive a failing grade.