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**Office:** TUR 4103  
**Office Hours:** Wed. period 3, and by appointment

### Course Description

This course presents a survey of American literature through the thematic lens of technology. In tracing this theme across such a large time span of American literature, we will necessarily examine technologies and media from a variety of industries including transportation, communication, computing, and manufacturing, among others. In addition, we will examine the cultural impact that these emerging technologies had (or will have had) on different aspects of American identity such as gender, race, and class.

### Course Materials

*Unless otherwise specified, make sure you purchase the EXACT edition listed here. All other readings will be available as PDFs or links through Canvas.*

- Anderson, M. T. *Feed*. Cambridge, MA: Candlewick Press. 2012. Print
  - o [http://www.amazon.com/gp/product/0763662623?psc=1&redirect=true&ref=oh\\_aui\\_detailpage\\_oI\\_sOO](http://www.amazon.com/gp/product/0763662623?psc=1&redirect=true&ref=oh_aui_detailpage_oI_sOO)
- Casagrande, June. *It was the best of sentences, it was the worst of sentences*. Ten Speed Press. 2010.
- Cunningham, Michael. *Specimen Days*. Picador. 2006 (There are multiple versions of this book. Make sure you get this edition.)
  - o [http://www.amazon.com/gp/product/0312425023?psc=1&redirect=true&ref=oh\\_aui\\_detailpage\\_oI\\_sOO](http://www.amazon.com/gp/product/0312425023?psc=1&redirect=true&ref=oh_aui_detailpage_oI_sOO)
- Steinbeck, John. *Of Mice and Men*. Penguin. 1993. Reissue Edition.
  - o [http://www.amazon.com/gp/product/0140177396?psc=1&redirect=true&ref=oh\\_aui\\_detailpage\\_oI\\_sOO](http://www.amazon.com/gp/product/0140177396?psc=1&redirect=true&ref=oh_aui_detailpage_oI_sOO)
- Vonnegut, Kurt. *Cat's Cradle*. Dell. 1998.
  - o [http://www.amazon.com/gp/product/038533348X?psc=1&redirect=true&ref=oh\\_aui\\_detailpage\\_oI\\_sOO](http://www.amazon.com/gp/product/038533348X?psc=1&redirect=true&ref=oh_aui_detailpage_oI_sOO)

### Course Outcomes

By the end of the course, students enrolled in AML 2070 should be able to:

- Understand distinct stylistic, thematic, and cultural trends within and across different periods of American literature
- Analyze the social and cultural effects of technology within and across literary texts
- Write an analytical response to a specific text
- Form an original, researched argument synthesizing primary and secondary sources
- Utilize digital research tools and methods to investigate connections across literary texts

- Refine writing style for clarity, concision, coherence, cohesion, and emphasis
- Work with peers in order to provide written and oral feedback to one another

### Course Assignments and Evaluation (See Canvas for assignment details)

<b>Blog Posts</b>	20%
Short writing assignments will be assigned throughout the semester. Check Canvas for due dates and writing prompts.	
<b>Single Text Analysis (1200 words)</b>	15%
Students will analyze a single piece of fiction in response to a prompt provided by the instructor.	
<b>Multi-text Research Synthesis (1500 words)</b>	20%
Students will synthesize at least two fiction and two scholarly texts into an original argument as it relates to the course theme of technology and change.	
<b>Author analysis (500 words)</b>	5%
Students will analyze the style, tone, syntax, themes, etc. of an author's work.	
<b>Imitation (1000 words)</b>	15%
Students will write a creative essay imitating the stylistic and thematic qualities outlined in their author analysis assignment.	
<b>AmARican Lit (1800 words per student)</b>	15%
Using Aurasma's free online AR tagging software, students will work in groups on a transmedial writing assignment in order to audio-visual commentaries for one of the texts we read this semester. Each group will be assigned a different text to augment in order to prevent overlapping material. The form and content of the augmentations will be determined collaboratively by the instructor and each group of students; however, I have provided several prompts/example projects that students may modify as they see fit. The purpose of the augmentation is to provide additional information to readers interested in a certain aspect of the text.	
<u>Specifications</u>	
Groups will be tasked with creating three audio overlays per group member. Each student is responsible for turning in transcripts of their audio overlays, which should come to 1800 words per group member. The word count does not have to be evenly split among the three overlays.	
<b>In class participation</b>	10%
Students are expected to participate fully in all discussions, peer reviews, and other in class activities.	
<b>TOTAL</b>	100%

<b>Grading Scale</b>							
A	93-100%	B	83-86.9%	C	73-76.9%	D	63-66.9%
A-	90-92.9%	B-	80-82.9%	C-	70-72.9%	D-	60-62.9%
B+	87-89.9%	C+	77-79.9%	D+	67-69.9%	E	0-59.9%

### General Assessment Rubric

A	<ul style="list-style-type: none"> <li>Follows ALL instructions specific to the assignment description</li> <li>Generates and elaborates on original ideas relevant to the course content</li> <li>Assignment provides evidence to support claims</li> <li>Assignment incorporates source material appropriately and effectively</li> <li>Assignment displays clear organizational forethought</li> <li>Assignment is free of rhetorically unaware grammatical, stylistic, and/or technical errors</li> </ul>
B	<ul style="list-style-type: none"> <li>Follows most instructions specific to the assignment description</li> <li>Incorporates and elaborates ideas relevant to the course content</li> <li>Assignment provides evidence to support most of its claims</li> <li>Assignment incorporates source material appropriately</li> <li>Assignment has an identifiable organizational structure</li> <li>Assignment contains rhetorically unaware grammatical, stylistic, and/or technical errors</li> </ul>
C	<ul style="list-style-type: none"> <li>Follows some instructions specific to the assignment description</li> <li>Incorporates ideas relevant to the course content</li> <li>Assignment provides evidence to support some of its claims</li> <li>Assignment incorporates source material</li> <li>Assignment has an identifiable organizational structure</li> <li>Assignment contains rhetorically unaware grammatical, stylistic, and/or technical errors</li> </ul>
D	<ul style="list-style-type: none"> <li>Follows very few instructions specific to the assignment description</li> <li>Incorporates ideas irrelevant to the course content</li> <li>Assignment provides little to no evidence to support its claims</li> <li>Assignment incorporates no (or very little) source material</li> <li>Assignment has an unclear organizational structure</li> <li>Assignment contains distracting and rhetorically unaware grammatical, stylistic, and/or technical errors</li> </ul>
E	<ul style="list-style-type: none"> <li>Does not follow instructions specific to the assignment description</li> <li>Incorporates no ideas relevant to the course content</li> <li>Assignment has no identifiable organizational structure</li> <li>Assignment incorporates no source material</li> <li>Assignment provides no evidence to support its claims</li> <li>Assignment contains distracting and rhetorically unaware grammatical, stylistic, and/or technical errors</li> </ul>

### Course Policies

### Participation and Attendance

Regular attendance and active participation are crucial. Class participation includes contributing to class discussions; coming to class on time, prepared with books and homework; preparing for in-class activities; providing adequate drafts for group work; collaborating and participating in group activities; and overall working and paying close attention to the lectures and activities of the classroom. In general, students are expected to contribute constructively to each class session.

**Because this course relies heavily on workshops, students should bring computers, required texts, paper, and writing utensils to each class meeting.**

In this course we will follow a strict attendance policy. **After five unexcused absences during the term, a student's final grade will drop by five points for each subsequent absence.** The university exempts from this policy **only** those absences involving university-sponsored events, such as athletics and band, and religious holidays. Absences related to university-sponsored events must be discussed with me prior to the date that will be missed. Absences, even for extraordinary reasons will result in missing work that cannot be made up; therefore, students can expect absences to have a negative impact on grades.

**Please Note:** If students are absent, it is their responsibility to stay aware of all due dates. If absent due to a scheduled event, students are still responsible for turning assignments in on time.

**Tardiness:** Tardiness creates a problem for the entire class since it can disrupt work in progress. If you know that you will need to leave class early or will be arriving late, please alert me ahead of time.

### **Collaborative Work**

In this course, students will complete some assignments in groups. I will also require students to respond and/or evaluate to each other's writing. Each student is responsible for completing work for both individual and group work thoroughly and in a timely fashion. Failing to effectively contribute to collaborative work will negatively impact grades.

### **Classroom Conduct**

Please treat classmates and myself with respect. Keep in mind that students come from diverse cultural, economic, and ethnic backgrounds. Some of the texts we will discuss and write about engage controversial topics and opinions. Diversified student backgrounds combined with provocative texts require that students demonstrate respect for ideas that may differ from their own. Disrespectful behavior will result in dismissal, and accordingly absence, from the class. Any use of electronic devices not related to classroom learning: phones, personal data assistants, iPods, etc. are disruptive and will not be tolerated. Please turn them off and keep them out of sight.

### **Assignment Maintenance Responsibilities**

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

### **Final Grade Appeals**

Students may appeal a final grade by filling out a form available from Carla Blount, Program Assistant in Department of English. Grade appeals may result in a higher, unchanged, or lower final grade.

## **University Policies**

### **General Education**

This is a General Education course providing student learning outcomes listed in the Undergraduate Catalog. For more information, see <https://catalog.ufl.edu/ugrad/1314/advising/info/general-education-requirement.aspx>

### **Statement of Composition (C) Credit**

This course can satisfy the UF General Education requirement for Composition. For more information, see: <https://catalog.ufl.edu/ugrad/1314/advising/info/general-education-requirement.aspx>

### **Statement of Writing Requirement**

This course can provide 6000 words toward fulfillment of the UF requirement for writing. For more information, see: <https://catalog.ufl.edu/ugrad/1314/advising/info/general-education-requirement.aspx#description>

### **Students with Disabilities**

The University of Florida complies with the Americans with Disabilities Act. The Disability Resource Center in the Dean of Students Office provides information and support regarding accommodations for students with disabilities. For more information, see: <http://www.dso.ufl.edu/drc/>. The office will provide documentation to the student who must then provide this documentation to the instructor when requesting accommodation.

### **Statement of 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.dso.ufl.edu/scer/sexual/>

### **Statement on Academic Honesty**

All students must abide by the Student Honor Code. For more information about academic honesty, including definitions of plagiarism and unauthorized collaboration, see: <http://www.dso.ufl.edu/scer/honorcodes/honorcode.php>

## **Course Schedule (Readings should be done before class on the day they are listed)**

**Week One Aug. 24-28: What is Literature?**

	<b>Class Prep</b>	<b>Reading</b>	<b>Assignments Due</b>
<b>T</b>	Review syllabus, course schedule, and assignments on Canvas and bring in any questions.	Class introduction and syllabus/assignment overview  “Want to Read Others’ Thoughts? Try Reading Literary Fiction”- NPR	
<b>Th</b>	Read the Burke and Eagleton articles and write down three points you found interesting from each. Then, read the Henry James short story and think about how your points might help you understand the story.	Kenneth Burke- “Literature as Equipment for Living”  Terry Eagleton- “Introduction: What is Literature?”  Henry James- “The Figure in the Carpet”	
<b><u>Week Two Aug. 31-Sept. 4 American Romanticism</u></b>			
	<b>Class Prep</b>	<b>Reading</b>	<b>Assignments Due</b>
<b>T</b>	Read the short story by Hawthorne. Then, find an example of how contemporary culture perpetuates a similar ideal of “bodily perfection” through technology. Write a short list of connections between the story and your example.	Nathaniel Hawthorne- “The Birthmark”	
<b>Th</b>	Work on blog post 1	Herman Melville- “Bartleby, The Scrivener: A Story of Wall Street”	Blog Post 1
<b><u>Week Three Sept. 7-Sept. 11</u></b>			
	<b>Class Prep</b>	<b>Reading</b>	<b>Assignments Due</b>
<b>T</b>	Read <i>The Best of Sentences</i> selection and then write down your favorite sentence from one of our readings thus far.	<i>The Best of Sentences, The Worst of Sentences</i> P.1-35  Workshop/lecture on sentence types, clauses, and syntax	
<b>Th</b>	Work on blog post 2	Robert Frost - “After Apple Picking” “Birches”	Blog Post 2

		Emily Dickinson- "I never saw a moor" and "Hope is the tiling with feathers"	
<b>Week Four: Sept. 14-Sept. 18 American Realism/Naturalism</b>			
	<b>Class Prep</b>	<b>Reading</b>	<b>Assignments Due</b>
<b>T</b>	Read John Andrew Jackson's slave narrative. Then, note any places in the narrative where Jackson references the dehumanizing aspects slavery and/or instances in which slaves were treated more like objects/ machines/ technology, etc. Also, pay attention to the ways in which Jackson and others resist such dehumanization.	John Andrew Jackson- <i>The Experience of a Slave in South Carolina</i>	
<b>Th</b>	Read the day's selections from <i>Of Mice and Men</i> . Then, locate a place in day's reading that did not understand. Perhaps a character did something that you don't understand or maybe Steinbeck described something in a way that you found odd. Note the page number, and then write out your question. Be prepared to ask it to the class	Steinbeck- <i>Of Mice and Men</i>	
<b>Week Five: Sept. 21-Sept. 25</b>			
	<b>Class Prep</b>	<b>Reading</b>	<b>Assignments Due</b>
<b>T</b>	Decide on the text that you will be writing about for the first assignment. Write a one to two paragraph summary of the text. (150 word minimum)	<i>The Best of Sentences, The Worst of Sentences</i> P. 37-61  Workshop/lecture on diction, concision, and clarity	
<b>Th</b>	Finish reading <i>Of Mice and Men</i> . Then, read pgs. 82 -83 of Terry Eagleton's chapter on structuralism. Free write in response to the following questions: What might a structuralist interpretation of Steinbeck's novel look like? Moreover, is structuralism the	Eagleton- "Structuralism and Semiotics"  Steinbeck- <i>Of Mice and Men</i>	Single Text analysis Due by Friday midnight

	“best” method for interpreting literature?		
Week 6: Sept. 28-Oct. 2 Harlem Renaissance			
	Class Prep	Reading	Assignments Due
<b>T</b>	Look over my comments on your first paper and bring any questions to class.	None Writing/conferences day	
<b>Th</b>	Create a table in your Class Prep Google doc and note any differences and similarities in how the three writers articulate their experience of being black during this period in American history. Use specific examples (quotes, pg. numbers) from the text in creating your table.	James Baldwin- “My Dungeon Shook” from <i>The Fire Next Time</i>  Zora Neale Hurston- “How it Feels to be Colored Me”  Langston Hughes-“I Too Sing America” and “Harlem”	
Week 7: Oct. 5-Oct. 9 Modernism/postmodernism			
	Class Prep	Reading	Assignments Due
<b>T</b>		Kurt Vonnegut- <i>Cat's Cradle</i>	
<b>Th</b>	Using the UF libraries article searcher, find a scholarly article about one of the texts we have read thus far. Write a short summary of the author's argument. (200 word minimum)	Lecture/workshop: Finding and integrating sources  Kyle Stedman- “Annoying Ways People Use Sources”	
Week 8: Oct. 12-Oct. 16			
	Class Prep	Reading	Assignments Due
<b>T</b>	Read the day's selections from <i>Cat's Cradle</i> . Then, locate a place in day's reading that you did not understand. Perhaps a character did something that you don't understand or maybe something is happening in the novel that you think is important but you're not sure why. Note the page number, and then write out your question. Be prepared to ask it to the class.	<i>Cat's Cradle</i>	Multi-text research proposal due by midnight
<b>Th</b>		<i>Cat's Cradle</i>  In class conferences	

<b>Week 9: Oct. 19-Oct. 23:</b>			
	<b>Class Prep</b>	<b>Reading</b>	<b>Assignments Due</b>
<b>T</b>	What is the most instructive feedback you have ever received for a paper? What was the worst feedback? Free write in response to the previous questions (250 word minimum)	Lecture/workshop : strategies for successful peer review.  <i>Cat's Cradle</i>	
<b>Th</b>		Michael Cunningham- <i>Specimen Days</i> , "In the Machine"	
<b>Week 10: Oct. 26-30</b>			
	<b>Class Prep</b>	<b>Reading</b>	<b>Assignments Due</b>
<b>T</b>	Bring in two printed copies your multi text research assignment.	Peer review multi-text research assignment	Multi-text research assignment due by class
<b>Th</b>	Free write about possible connections between the boy's quotes from Whitman and the events within the story. (200 word minimum)	"In the Machine"	
<b>Week 11: Nov. 2-6</b>			
	<b>Class Prep</b>	<b>Reading</b>	<b>Assignments Due</b>
<b>T</b>	The primary symbol in the poem is the broad axe. The broad axe is a complex symbol; however, that complexity allows you a good deal of freedom when writing about it. First, try to define the symbolic meaning of the axe. Then, locate any points when the meaning tends to shift. Next, try to connect the meaning or meanings of the broad axe with the more general themes in the poem.  From Bloom's <i>HOIP to Write About Walt Whitman</i>	Walt Whitman- "Song of the Broad Axe"	
<b>Th</b>	Work on Blog post 3	Cunningham- <i>Specimen Days</i> , "The Children's Crusade"	Blog Post 3

Week 12: Nov. 9-13			
	Class Prep	Reading	Assignments Due
<b>T</b>		Cunningham- <i>Specimen Days</i> , “The Children’s Crusade”	Imitation analysis due
<b>Th</b>	Read the day’s selections from <i>Specimen Day’s</i> . Then, locate an aspect of the novel’s form or structure that you are having trouble understanding. For instance, why did Cunningham break the novel into three sections? Why is each section in a different era? What’s the deal with the Whitman references? Write down your question along with a short paragraph that attempts to answer it. Be prepared to share your questions and answers with the class.	Specimen Days- “Like Beauty”	
Week 13: Nov. 16-20			
	Class Prep	Reading	Assignments Due
<b>T</b>	Search online and in UF’s scholarly database for interpretations of Michael Cunningham’s <i>Specimen Days</i> . Post a link to your source.	<i>Specimen Days</i> - “Like Beauty”	
<b>Th</b>		M.T. Anderson, <i>Deed</i>  Digital media workshop- Aurasma (trigger images and audio overlays)	Imitation assignment due by Friday midnight.
Week 14: Nov. 23-27			
	Class Prep	Reading	Assignments Due
<b>T</b>	If it were possible, would you get a feed installed? Do you think it would be similar or different from how it is depicted in Anderson’s novel? Freewrite in response to the previous questions.	<i>Deed</i>	
<b>Th</b>		<i>Deed</i>  Imitation assignment presentations	Blog Post 4

<b>Week 15: Nov. 30- Dec. 4</b>			
	<b>Class Prep</b>	<b>Reading</b>	<b>Assignments Due</b>
<b>T</b>		<i>Feed</i> In class workshops	
<b>Th</b>		In class workshop	
<b>Week 16: Dec. 7-11</b>			
	<b>Class Prep</b>	<b>Reading</b>	<b>Assignments Due</b>
<b>T</b>		Presentations	Augmentations assignment due by the start of class
<b>Th</b>		Presentations, evaluations	

### **Progress Conferences**

I encourage students to see me during my office hours, especially when they have questions about an assignment, need help with a particular writing problem, want extra feedback on a draft, or have questions about my comments on their work.