

AML 2070: SURVEY OF AMERICAN LITERATURE, SECT. 03A5
“THE AMERICAN OUTSIDER”
FALL 2014
2196 McCARTY HALL A, MWF: PER. 7 (1:55-2:45 PM)

Instructor: Jonathan Hernandez

Email: jhernandez4@ufl.edu

Office: Turlington 4108

Office Hours: W: Per. 8 (3:00 pm-3:50 pm), and by appointment

COURSE DESCRIPTION

The purpose of this course is to introduce students to some of the major writers, issues, and forms found in the history of American literature through the reading and discussion of a variety of texts, including short stories, poetry, plays, and 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

This course is subtitled “The American Outsider” because at various times throughout American history, individuals have been considered (or self-identified as) outsiders due to their gender, race, place of origin, social class, etc. A main goal of this course, then, is to expand students’ definition of “American literature” by showing them how writers from various backgrounds have contributed to the American literary canon, from the nation’s foundation to the present. Students will also be asked to consider the ways in which certain individuals or social groups have managed to overcome the label of “outsider,” as well as which individuals or groups are still perceived as “Others”.

By the end of this course, students are expected to have a broad, but comprehensive, overview of the diversity of American literature. In addition, students will have gained 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 useful for allowing them to cite and quote various forms of literature in their own writing.

REQUIRED TEXTS

All books will be available at the UF Bookstore. If you choose to purchase your books for a lower price through online vendors like Amazon.com, make sure you obtain the edition indicated by the ISBNs included on the following page. This will allow you to literally be on the same page as the rest of the class during discussions.

Note: Failure to bring a hard copy of assigned texts to class during discussion days will result in being marked absent for the day:

- 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. *The Bluest Eye*. New York: Vintage International, 2007. Print. (ISBN: 0307278441)
- Williams, Tennessee. *A Streetcar Named Desire*. New York: New Directions, 2004. Print. (ISBN: 0811216020)

Note: Other short texts and articles will be made available through our course's e-Learning site throughout the semester.

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 more detailed guidelines for each assignment will be provided throughout the semester.

1. Reading Responses—5 responses, 400 words each; 20% final grade

On five separate occasions of your choosing throughout the semester, you will turn in a short response to the day's reading(s) at the beginning of class. These responses **exclude** longer works *A Streetcar Named Desire*, *The Bluest Eye*, and *Flight*. Students should consider these reading responses as a precursor to class discussion, which means responses should go beyond simple summary to demonstrate you are beginning to work through the larger themes and ideas about the texts we are discussing.

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 short story or poem that we have read in the first five weeks of class. I will provide you with general guidelines for this assignment, but all students are strongly encouraged to arrange a conference me to discuss possible ways of approaching this essay.

3. Critical Article Analysis —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 1-11 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 and/or appreciation of the text under discussion.

4. Critical Analysis Paper—2,500 words, 25% of final grade

Your final paper for this course will involve your presentation of an original argument about the "American outsider" that works with some of the major issues and themes discussed in this course. For this assignment you may choose to write extensively about *A Streetcar Named Desire*, *The Bluest Eye*, or *Flight*. Conversely, you may provide an extensive comparison of any two texts (from any movement or era). This essay also 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.

Since this is the most complex paper of the semester, each student is **required** to arrange a conference time with me to discuss their approach to this assignment.

5. Reading Quizzes—10% of final grade

Sporadic reading quizzes will be given throughout the semester during the first 15 min. of class to ensure that students are keeping up with readings. These short answer quizzes will test if you read the text and how well you read the text, which means it is important that read closely, focusing on tone, theme, format, and character, as well as plot. 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 a 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.

6. Participation—20% of final grade

This grade accounts for in-class discussion and involvement in peer review workshops, as well as assorted homework assignments, and other in-class activities.

GRADING

Assignments and Grade Distribution

Reading Responses (5 responses, 400 words each)	20%
Close Reading Assignment (1000 words)	10%
Critical Article Analysis (1500 words)	15%
Critical Analysis Paper (2,500 words)	25%
Quizzes	10%
Participation	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, obvious 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 being incomplete/late/missing. Work in this range is also full of spelling and mechanical errors which make the writing unclear and/or unreadable. **In addition, 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 influence 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 “C” or better 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, I will 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. In addition, a class like AML 2070 depends on a high-quality discussion of the texts being read, which is in turn determined by the active participation of all class members.

Attendance Policy

Regular attendance is required. You are allowed three unexcused absences without any direct effect on your grade. However, **your final grade will drop by one letter with each subsequent absence, and you will fail the entire course if you miss more than six periods during the term.** Exempt from this policy are only those absences involving university-sponsored events, such as athletics, band, and debate team; as well as religious holidays.

Note: Any absences related to university-sponsored events must be discussed with me **prior** to the date that will be missed, or they **will not** be counted. In case of illness, a

valid, signed, doctor's note with the reason illness or injury prevented you from attending class may also be submitted, and will be accepted at my discretion. Prolonged absences for any reason should be discussed with me in advance if possible to arrange 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 minor in-class activities you miss.

Tardiness

Since this is a fifty-minute class, repeated tardiness will also negatively impact your participation grade. 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 tardies will also constitute one absence.**

Participation

As you may have noted, participation is a crucial part of the class and your 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 individual and collaborative discussions throughout the course, as the insights you will gain in these activities will help your individual writing assignments.

Additionally, it is vital that we listen to each other's thoughts and views with respect and an open mind, particularly since some of the texts we will be discussing may deal with different perspectives on gender, race, class, etc. than those you are used to. In this class, you are always allowed to present your perspective on a topic or a specific reading of a text, but **any disrespect or harassment towards 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 paper drafts, 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 paper must meet the following basic formatting guidelines:

- Your name and other relevant information (course title, name of instructor, date) on the top left side of the page
- Original title for assignment (something that goes beyond "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)

On peer review days please bring in two copies of paper drafts. All final drafts of papers will be submitted as MS Word (.doc) or Rich Text Format (.rtf) documents to the indicated location on e-Learning. In addition, hard copies of assignments like reading responses should be submitted in a professional manner (i.e. pages stapled, and no dirty, wrinkled, or torn pages).

*If you are not familiar with MLA format, it is your responsibility to find a copy of the *MLA Handbook* in the library or consult the resources available at the [Purdue OWL website](#).

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 an arrangement has been made with me ahead of time.

Late work is accepted, but it will lose a letter grade for every day (MWF) it is late. 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!

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 on a computer, as well as on a flash drive and/or an external hard drive, or a cloud-based service like Dropbox or Google Docs.

Final Grade Appeals

If a student has any disagreements about their final grade, they should contact me first to arrange a conference. If our discussion does not resolve the problem, 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.

Plagiarism

Plagiarism is a serious violation of the UF Student Honor Code. The Honor Code prohibits and defines plagiarism as follows:

Plagiarism. A student shall not represent as the student's own work all or any portion of the work of another. Plagiarism includes but is not limited to:

- 1. Quoting oral or written materials including but not limited to those found on the internet, whether published or unpublished, without proper attribution.*
- 2. Submitting a document or assignment which in whole or in part is identical or substantially identical to a document or assignment not authored by the student.*

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

This class has a **zero tolerance** policy for plagiarism and other forms of academic dishonesty. Upon its submission to e-Learning, 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 online content. If you plagiarize, you **will** be caught, and a negative report from Turnitin.com may constitute **PROOF** of plagiarism. 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.

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 participation 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 judiciously. 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 this with me ahead of time to receive permission to do so. Otherwise, you may be marked absent.

E-mail Correspondence

All emails to me should be written in a **professional** tone and follow rules of grammar and etiquette. Please include proper salutations 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, so if you have a question about an assignment please do not wait until the night before it is due, as I may not be able to assist you in time.

Conferences

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

Students with Disabilities

The University of Florida complies with the Americans with Disabilities Act. Students requesting classroom accommodation must first register with the Dean of Students Office. The Dean of Students 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/

COURSE SCHEDULE

The following schedule is tentative and subject to change (with advance notice) throughout the semester. All assignments and readings are due the day they are listed. **Please attend class regularly to be aware of any announcements or updates to this schedule.**

Note: Files or links available in the “Additional readings and links” folder (located in the “Resources” section on e-Learning) are marked with an asterisk.

Week 1: 8/25– 8/29

M: Course Introduction

W: *Irving, “Rip Van Winkle” (*Norton*, Vol. 1 p. 470)

F: *Hawthorne, “Young Goodman Brown,” (*Norton*, Vol. 1 p. 619) & “The Birth-Mark” (*Norton*, Vol. 1 p. 645)

Week 2: 9/1–9/5

M: **LABOR DAY—NO CLASS**

W: **Assign Close Reading Assignment;** Poe, “The Tell-Tale Heart” (*Norton*, Vol. 1 p. 714) & “The Black Cat” (*Norton*, Vol. 1 p. 718)

F: Emerson, “Self Reliance,” (*Norton*, Vol. 1 p. 549) & * “Divinity School Address”

Week 3: 9/8–9/12

M: Thoreau, “Economy” (*Norton*, Vol. 1 p. 858) & “Conclusion” (*Norton*, Vol. 1 p. 926)

W: Chesnut, “The Wife of His Youth” (*Norton*, Vol. 2 p. 465)

F: Dickinson, “I never lost so much but twice,” (*Norton*, Vol. 1 p. 1193) “Some keep the Sabbath going to Church,” (*Norton*, Vol. 1 p. 1196) “I’m Nobody! Who Are You?” (*Norton*, Vol. 1 p. 1193) (*Norton* p. 1197) & “The Brain – is wider than the Sky -” (*Norton*, Vol. 1 p. 1208)

Week 4: 9/15-9/19

M: Whitman, “Spontaneous Me,” (*Norton*, Vol. 1 p. 1067) & “When I Heard the Learn’d Astronomer” (*Norton*, Vol. 1 p. 1078)

W: Chopin, “The Story of an Hour” (*Norton*, Vol. 2 p. 425) & Gilman, “The Yellow Wall-paper” (*Norton*, Vol. 2 p. 485)

F: Glaspell, “Trifles” (*Norton*, Vol. 2 p. 743)

Week 5: 9/22-9/26

M: Fitzgerald, “Winter Dreams,” (*Norton*, Vol. 2 p. 965) & “Babylon Revisited” (*Norton*, Vol. 2 p. 980)

W: Faulkner, “A Rose for Emily,” (*Norton*, Vol. 2 p. 998) & “Barn Burning” (*Norton*, Vol. 2 p. 1004)

F: **Peer Review of Close Reading Assignment**

Week 6: 9/29-10/3

M: **Close Reading Assignment Due;** Hemingway, “The Snows of Kilimanjaro” (*Norton*, Vol. 2 p. 1021)

W: Begin Williams’ *A Streetcar Named Desire* (Scenes 1-2)

F: *A Streetcar Named Desire*, cont. (Scenes 3-5)

Week 7: 10/6-10/10

M: *A Streetcar Named Desire*, cont. (Scenes 6-9)

W: Finish *A Streetcar Named Desire* (Scenes 10-11)

F: HOMECOMING— NO CLASS

Week 8: 10/13-10/17

M: Assign Critical Article Analysis Assignment; O' Connor, "Good Country People" (*Norton*, Vol. 2 p. 1340)

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

F: Plath, "Morning Song" (*Norton*, Vol. 2 p. 1418) & "Lady Lazarus" (*Norton*, Vol. 2 p. 1418)

Week 9: 10/20-10/24

M: *Baldwin, "Sonny's Blues"

W: Ellison, "Chapter 1 [Battle Royal]" (*Norton*, Vol. 2 p. 1211)

F: Morrison, "Recitatif" (*Norton*, Vol. 2 p. 1403)

Week 10: 10/27-10/31

M: Begin Morrison's *The Bluest Eye* ("Foreword" to p. 37)

W: *The Bluest Eye*, cont. (p. 38-80)

F: *The Bluest Eye*, cont. (p. 81-131)

Week 11: 11/3-11/7

M: *The Bluest Eye*, cont. (p. 132-163)

W: Finish *The Bluest Eye* (p. 164 to end)

F: Critical Article Analysis Peer Review

Week 12: 11/10-11/14

M: Critical Article Analysis Due; Kingston, "No Name Woman," from *The Woman Warrior* (*Norton*, Vol. 2 p. 1506)

W: Anzaldúa, "How to Tame A Wild Tongue" (*Norton*, Vol. 2 p. 1520)

F: Assign Critical Analysis Paper; Cisneros, "Barbie-Q" & "Woman Hollering Creek" (*Norton*, Vol. 2 p. 1588)

Week 13: 11/17-11/21

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

W: *Alexie, "What You Pawn I Will Redeem"

F: Mandatory Critical Analysis Paper Conferences

Week 14: 11/24-11/28

M: Begin Alexie's *Flight* (p. 1-58)

W: THANKSGIVING BREAK—NO CLASS

F: THANKSGIVING BREAK—NO CLASS

Week 15: 12/1-12/5

M: *Flight*, cont. (p. 59-117)

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

F: *Díaz, "Invierno"

Week 16: 12/8 & 12/10

M: Peer Review of Critical Analysis Paper

W: Course Wrap-up