

# AML 2070: Survey of American Literature

<b>Course Section:</b>	9788
<b>Course Time:</b>	Tues Periods 8-9 (3:00pm-4:55pm); Thurs Period 9 (4:05pm-4:55pm)
<b>Location:</b>	MAT 0004 (Matherly Hall)
<b>Instructor:</b>	KaTosha O'Daniel
<b>Email:</b>	kodaniel1@ufl.edu
<b>Office:</b>	Library West, 2 <sup>nd</sup> Floor
<b>Office Hours:</b>	Thursdays, Period 8 (3:00-3:55 PM), and by appointment.

## American Childhood as Culture and Industry

### Course Description

This course is an introduction to texts, issues, and forms in literature that have constructed American childhood. The scope of this course will focus on American literature texts from late 19<sup>th</sup> century to the present in consideration of cultural and industrial changes to texts written for the child audience. The primary texts in this course include a range of canonical and non-canonical novels and picture books. The readings trace the way American culture continues to reclassify childhood through historical shifts in our culture. This course will be comprised of units which consider issues of gender, genre, and textuality. Through our class discussions and readings, we will consider how such issues construct childhood as a term, a genre, and a cultural artifact.

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-requirement.aspx>.

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

### Course Objectives

By the end of this course, students will:

- Have a working knowledge of the historical shifts in American childhood and culture from late 19<sup>th</sup> century to present.
- Be able to discuss primary texts using critical skills in terms of gender, genre, and textuality.
- Be able to formulate a unique, scholarly argument based on a primary text in consideration of its historical background and cultural influences.
- Be able to conduct independent research, and utilize research materials in a scholarly, college level research paper.
- Correctly use MLA formatting and style for all written assignments.

## Required Texts

### Please purchase the appropriate editions, as listed below:

Alcott, Louisa May. *Little Women*. New York: Penguin, 2008. Print. ISBN#: 9780142408766; Puffin Classics Edition.

Alger, Horatio. *Ragged Dick; Or Street Life in New York*. New York: CreateSpace, 2013. Print. ISBN#: 9781490361765.

Blume, Judy. *Forever*. New York: Atheneum, 1975. Print. ISBN#: 9781416934004.

Le Guin, Ursula. *A Wizard of Earthsea*. Boston: Houghton Mifflin Harcourt, 2012. Print. ISBN#: 9780547773742.

Meyer, Stephenie. *Twilight*. New York: Little, Brown, 2005. Print. ISBN#: 9780316015844.

Selznick, Brian. *The Invention of Hugo Cabret*. New York: Scholastic, 2007. Print. ISBN#: 9780439813785.

Sendak, Maurice. *Where the Wild Things Are*. New York: Harper Collins, 1963. Print. ISBN#: 9780064431781.

Seuss, Dr. *The Cat in the Hat*. New York: Random, 1957. Print. ISBN#: 978-0394800011.

Silverstein, Shel. *The Giving Tree*. New York: Harper Collins, 1964. Print. ISBN#: 9780060256654.

Twain, Mark. *The Adventures of Huckleberry Finn*. New York: Penguin, 2008. Print. ISBN#: 9780141321097; Puffin Classics Edition.

## Recommended Texts

This course will use MLA style and formatting for all written assignments. It is highly recommended that you purchase **one** of the following MLA handbooks. **Please purchase one of the most recent edition, as listed below:**

*MLA Handbook for Writers of Research Papers*. 7<sup>th</sup> ed. New York: The Modern Language Association of America, 2011. Print. ISBN#: 9781603290241

*MLA Style Manual and Guide to Scholarly Publishing*. 3<sup>rd</sup> ed. New York: The Modern Language Association of America, 2008. Print. ISBN#: 9780873522977

## **Assignments and Grading**

**Four Reading Responses (500 words minimum and 50 points each response × 4) = 2000 words and 200 points total**

You will submit four responses to readings in the course of a minimum 500 words each. Think of these responses as informal writings, which allow you to engage with the text and expand on topics and themes addressed during in-class discussions. You should be prepared to share these responses aloud with classmates for in-class peer review sessions. Prompts for the responses will be provided.

**Mid-Term Take Home Exam (500 to 750 words minimum each response) = 1500 words and 350 points total**

For the mid-term, you will respond to two to three prompts via short, critical essays of a minimum 500 to 750 words each. Your grade will be determined based on your ability to critically analyze and engage with the prompt at hand. These will be graded on the precision and uniqueness of your argument, as well as grammar, style, and correct use of MLA formatting and citations.

**Final Paper (2500 words minimum) = 350 points total**

As the culmination of the course, the final paper will be a literary research paper based on one or more of the readings from class. You will be required to submit a research prospectus in addition to the final copy of this paper. You will formulate a unique argument based on the text(s) at hand, and will support your argument using scholarly, secondary sources. Your research must include a minimum of five (5) sources cited using correct MLA formatting and should be a minimum of 2500 words.

**Class Participation, Homework, and Quizzes = 100 points total**

Class participation and discussion of the readings is crucial in this course. You should be prepared to discuss the text at hand; therefore, you must complete the required reading for the day prior to coming to class. In addition, you are required to bring the reading (book, printed hardcopy of an article, etc.) to the assigned class period.

Homework and quizzes will be given in-class and may cover the assigned readings or content from previous class discussion. The quizzes may be announced or unannounced.

**Total points for this course = 1000 points**

**Total word count for this course = 6000 words**

## 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

## Grading Rubric

A → Given to papers demonstrating original thought, careful reading, intelligent argumentation, and near-perfect mechanics.

B → Given to papers demonstrating strong analysis and solid argumentation, but which lack the level of polish and fine-tuning required for an A.

C → Given to papers demonstrating a thorough engagement with the text, but which may lack focus, development, or fully-elaborated argumentation.

D → Given to papers demonstrating superficial engagement, poor organization, and weak argumentation.

E → Given to papers demonstrating a total lack of thought or planning.

You must pass this course with a “C” or better to satisfy the CLAS requirement for Composition (C) and to receive the 6,000-word University Writing Requirement credit (E6). You must turn in all papers totaling 6,000 words to receive credit for writing 6,000 words. **NOTE ALSO:** a grade of “C-” **will not** confer credit for the University Writing Requirement or the CLAS Composition (C) requirement.

**GRADE APPEALS:** Students may appeal a final grade by filling out a form available in the English Department Offices. You will need to contact Carla Blount, Program Assistant to the Director of Writing Programs, for details if you wish to file an appeal.

## Course Schedule (Tentative)

**READ:** Indicates readings to be discussed during the course period(s). This required reading must be completed prior to the class period for which it will be discussed. **You should bring the required texts or a hardcopy of the article on the day(s) for which the text(s) will be discussed.**

**HW:** Indicates homework assigned during the course period.

**DUE:** Indicates a due date for an assignment. Assignments should be submitted at the beginning of the course period, unless otherwise indicated. Any assignments submitted electronically will be due via the Turn-It-In portal on the class e-learning/Sakai site at the beginning of the period for which it is due.

**\*\*ALL major assignments will be submitted as 1) a hardcopy, due at the beginning of the class period for which it is assigned and 2) as an electronic word document to the course e-learning/Sakai site under the course assignments tab. Failure to submit both a hardcopy and electronic copy of each assignment is considered LATE and will result in an automatic "E" (zero points) for the assignment. The e-learning/Sakai submission portal for each assignment will close at the beginning of class on the date for which the assignment is due.**

### Week 1: Introduction to American Childhood

Aug. 26      T      Course Introduction, Review Syllabus

Aug. 28      R      Introduction to American Childhood

### Week 2: The Bildungsroman

Sept. 2      T      Introduction to Alger and *Ragged Dick*

**READ:** *Ragged Dick*, Chap. 1-10

Lecture on Thinking Critically in the College Literature Course

Sept. 4      R      **READ:** *Ragged Dick*, Chap. 11-17

### Week 3: The Bildungsroman, cont.; Gendered Texts in Late 19<sup>th</sup> Century and the "Girls" Book

Sept. 9      T      **READ:** *Ragged Dick*, Chap. 18-End

Lecture on Formulating Critical Arguments

Sept. 11     R      Introduction to Alcott and *Little Women*

**READ:** *Little Women*, Chap. 1-9

**Week 4: Gendered Texts in Late 19<sup>th</sup> Century and the “Girls” Book, cont.**

**Sept. 16**      **T**      **READ:** *Little Women, Chap. 10-15*

**HW:** Reading Response #1

**Sept. 18**      **R**      **DUE:** Reading Response #1

**READ:** *Little Women, Chap. 16-End*

In-Class Peer Review and Discussion of Reading Response #1

**Week 5: Gendered Texts in Late 19<sup>th</sup> Century and the “Boys” Book**

**Sept. 23**      **T**      Introduction to Twain and *Huck Finn*

**READ:** *Huck Finn, Chap. 1-10*

Lecture on Avoiding Plagiarism and MLA Citations

**Sept. 25**      **R**      **READ:** *Huck Finn, Chap. 11-23*

**Week 6: Gendered Texts in Late 19<sup>th</sup> Century and the “Boys” Book, cont.**

**Sept. 30**      **T**      **READ:** *Huck Finn, Chap. 24-34*

**Oct. 2**      **R**      **READ:** *Huck Finn, Chap. 35-End*

**HW:** Reading Response #2

**Week 7: American Fantasy**

**Oct. 7**      **T**      **DUE:** Reading Response #2

Introduction to the American Fantasy Genre

**READ:** *Wizard of Earthsea, Chap. 1-3*

**Oct. 9**      **R**      **READ:** *Wizard of Earthsea, Chap. 4-7*

**Week 8: American Fantasy, cont.; Literary Research Topics**

**Oct. 14**      **T**      **READ:** *Wizard of Earthsea, Chap. 8-End*

**HW:** Mid-Term Take Home Exams Distributed

**Oct. 16**      **R**      Lecture on Finding a Literary Research Topic; Sample Topics;  
Primary v. Secondary Sources; Using InterLibrary Loans (ILL)

**Week 9: Introduction to Picture Books**

**Oct. 21**      **T**      **Due:** Mid-Term Take-Home Exams  
**READ:** *Where the Wild Things Are*  
Lecture on Writing a Research Prospectus

**Oct. 23**      **R**      **READ:** *The Cat in the Hat*  
**HW:** Reading Response #3

**Week 10: Picture Books, cont.**

**Oct. 28**      **T**      **DUE:** Reading Response #3  
**READ:** *The Giving Tree*  
Lecture on Organizing the Literary Research Paper

**Oct. 30**      **R**      **READ:** *The Invention of Hugo Cabret*

**Week 11: Introduction to Romance and the YA Genre**

**Nov. 4**      **T**      **READ:** *Forever, Chap. 1-13*  
Lecture on Incorporating Support in the Literary Research Paper

**Nov. 6**      **R**      **READ:** *Forever, Chap. 14-End*

**Week 12: Romance and the YA Genre, cont.; Twenty-First Century YA Franchises**

**Nov. 11**      **T**      No Classes! Veteran's Day.

**Nov. 13**      **R**      **DUE:** Research Paper Prospectus; Sign up for Mandatory Conferences  
**READ:** *Twilight, Preface-Chap.9*

**Week 13: Twenty-First Century YA Franchises**

**Nov. 18**      **T**      **READ:** *Twilight, Chap. 10-16*  
**HW:** Reading Response #4

**Nov. 20**      **R**      **DUE:** Reading Response #4; Last Day to Submit Proof of ILL Source for  
Final Quiz Grade

**READ:** *Twilight, Chap. 17-Epilogue*

**Week 14: Workshop**

**Nov. 25**      **T**      Final Paper Workshop and Peer Review

**Nov. 27**      **R**      No Classes! Thanksgiving Vacation!

**Week 15: Conferences and Course Wrap-Up**

**Dec. 2**      **T**      Mandatory Research Paper Conferences, Library West, 2<sup>nd</sup> Floor

**Dec. 4**      **R**      Course Wrap-Up, Final Q&As

**HW:** Complete Online Course Evaluations

**Week 16: Final Class**

**Dec. 9**      **T**      **DUE:** Final Literary Research Papers

# **Course Policies**

## **Attendance**

Attendance is required and will be taken every day. **As a Tuesday/Thursday class, we meet Tuesdays for a double-block (double-period); therefore, any absence on a Tuesday will count as two (2) absences.** You are allowed three (3) absences. For every absence exceeding this, your final grade will drop by one letter grade. If you miss more than six (6) classes, you will automatically fail the course. The University of Florida exempts from this policy only those absences involving university-sponsored events, such as athletics and band, religious holidays, military duty, and court-mandated responsibilities (e.g., jury duty or subpoena).

Students who participate in athletic or extracurricular activities are permitted to be absent twelve (12) scholastic days per semester without penalty. A scholastic day is defined as any day on which regular class work is scheduled. Absences related to university-sponsored events must be discussed with the instructor **prior** to the date that will be missed.

If you are absent, it is your responsibility to be aware of all due dates. If you are absent due to a scheduled event, you are still responsible for turning assignments in on time.

A note on tardiness: Students who enter class after roll has been taken are late, which disrupts the entire class. Two instances of tardiness count as one absence.

Requirements for class attendance and make-up exams, assignments, and other work in this class are consistent with university policies that can be found at <https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>

## **Technology Policy**

All electronic devices (with the exception of laptop computers or tablets for note taking purposes ONLY) must be silenced or set to vibrate during class. **Any unsilenced electronic device will result in a recorded absence for that day.**

## **Printing Policy**

Students are required to print out and bring hard copies of all supplemental course readings to class during the designated class meeting. Currently enrolled students have access to the Printing Lab, located on the ground floor of the Reitz Union next to the Reitz Union Hotel Desk. Lab services are provided by Student Government, and each student may print 250 pages of free printing per semester. The Lab hours for the Fall and Spring Semesters are as follows:

Monday - Thursday: 8:30AM - 10:00PM  
Friday: 8:30AM - 5:00PM  
Saturday: 12:00PM - 5:00PM\*  
Sunday: 1:00PM - 8:00PM

*\* Closed Saturdays during home football games.*

The Lab is closed on all UF holidays and breaks. You can reach the lab at 352-273-4431.

## Drafts Policy

I will look at drafts of all papers at any point in the writing process. However, a review of any and all drafts must be completed in person, either during regular office hours or a scheduled office visit outside of normal office hours. **To maintain fairness for the entire class, I am unable to review drafts of any written assignment via email.**

## UF's Statement on Academic Honesty

Plagiarism is a serious violation of the 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):

a.) Quoting oral or written materials, whether published or unpublished, without proper attribution.

b.) 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.  
(University of Florida, Student Honor Code, 15 Aug. 2007)

University of Florida students are responsible for reading, understanding, and abiding by the entire Student Honor Code.

Important Tip: You should never copy and paste something from the internet without providing the exact location from which it came.

## UF's 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 information about UF policies regarding harassment, see: <http://www.hr.ufl.edu/eo/sexualharassment.htm>

## Classroom Behavior

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 controversial topics and opinions. Diversified student backgrounds combined with provocative texts require that you demonstrate respect for ideas that may differ from your own. Disrespectful behavior will result in dismissal, and accordingly absence, from the class.

## **Paper Maintenance Responsibilities**

Students are responsible for maintaining duplicate copies of all work submitted in this course and retaining all returned, 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.

Final drafts should be polished and presented in a professional manner. All papers must be in 12-point Times New Roman font, double-spaced with 1-inch margins and pages numbered and correct MLA formatting. Be sure to staple papers before submitting hard copies. Unstapled papers will not be accepted.

## **Course Evaluations**

Students are expected to provide feedback on the quality of instruction in this course by completing online evaluations at <http://evaluations.ufl.edu>. Evaluations are typically open during the last two or three weeks of the semester, but students will be given specific times when they are open. Summary results of these assessments are available to students at <https://evaluations.ufl.edu/results>.

## **Writing Center**

The University Writing Center is located in Tigert 302 and is available to all UF students.

## **Students with Disabilities**

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/>

Please sign and date this form, and return it to your course instructor by **Thursday September 11<sup>th</sup>, 2014.**

I understand and accept the terms and policies of this AML 2070 syllabus as listed above for the Fall 2014 semester.

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Name

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Date