

AML 2070: Survey of American Literature Twentieth Century Selections

Section 4081 Summer B 2012
MAEA 327 MTWRF 11:00-12:15 (Period 3)

Instructor: Sarah K. Traphagen

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Office Hours: Tuesday 10:00-11:00, Wednesday 12:15-1:15

Online Syllabus: E-Learning/Sakai *Please note the syllabus is subject to change.

Course Description

AML 2070 is designed to provide a survey of American literature. This specific course will examine literary interpretations of what constitutes the meaning of American identity as it was negotiated in the recent twentieth century. We will explore texts and mediums that directly interrogate cultural constructions of race, gender, sexuality, and class written by a diverse set of authors. We will discuss topics such as: socioeconomic confinement, gender dynamics, desire, seduction, murder, war, and grasping for an individual identity in a culture that demands conformity. Reading texts that confront us with these problems of social and individual identity challenges our capacity to read closely and respond thoughtfully. You are invited to interpret the texts far beyond the thematic scope of this course. Lastly, this class will expand your notion of what literature does when situated within historical and political contexts, will offer a more informed view of how American societal roles have or have not changed over time, and will convey how issues of the twentieth century are still pertinent and influential.

Also, this course will guide students through the processes of researching, organizing, and revising critical writing. Writing is an integral component to understanding and thinking about literature. Therefore, this course encourages students to creatively investigate how writing provides a more fruitful experience when we explicate texts. Literature is a reflection of the society and historical moment in which it is produced and consumed. Our ability to interpret the society in which we live critically is a skill valuable for any profession.

Required Texts These books are available at the UL Bookstore in Reitz Union. Please use the edition requested.

P. Scott Fitzgerald, *The Great Gatsby* (1925)

William Faulkner, *As I Lay Dying* (1930)

Tennessee Williams, *A Streetcar Named Desire* (1947)

Truman Capote, *Other Voices, Other Rooms* (1948)

Tim O'Brien, *The Things They Carried* (1990)

Any other readings for this course will be supplied to you.

Course Policies

Communication With Your Instructor

The best way to contact me is via email. Please allow at least 24 hours for me to respond to all requests/questions/inquiries. If you would like to meet with me, you may talk to me after class, during office hours, or by scheduling an appointment.

Classroom Behavior

Please be mindful that students come from diverse cultural, ethnic, and economic backgrounds. Some of the texts we will discuss and write about engage in controversial issues and opinions. Many ideas might differ from your own, therefore please have an open mind to diversity. Accordingly, disrespectful and disruptive behavior will result in dismissal from class. Also, side conversations are not appropriate.

Absence/Tardiness Policy

AML 2070 is a course based on participation in the forms of discussion, reading and writing inside and outside of class. Most of the learning in this class occurs through thinking and discussing with your peers and instructor. Prolonged absences will impede your understanding of this course as well as your final grade.

Consequently:

- You may miss a maximum of **two classes** for any reason without penalty.
- Any unexcused absence after two missed class periods may result in a deduction of your participation grade by a full letter grade *each* time you are absent.
- Prolonged illness and personal and family emergencies will require documentation after your three free absences.
- Only absences involving university-sponsored events such as athletics, band, theater, and religious holidays will be excused *if you notify me in advance*. All work must be made up and turned in on time. Proper documentation is required.
- If you are more than ten minutes late you will be marked absent. If you are late, it is your responsibility to see me after class and make sure I change your attendance record. Be aware, however, that frequent tardiness will adversely affect your participation grade.

If you are absent:

- Please contact a **classmate** for any notes, information, assignments, or syllabus changes discussed in class. Do not email me asking me what we did in class. You will not receive a reply.
- You are responsible for all assignments and upcoming due dates after your absence.

Technology Use in Class

All cell phones and hand-held communication devices **must** be turned off during class. Expect me to stop class discussion and inquire about your important texting conversation if that occasion should arise. Likewise, laptops are not necessary for class participation or for taking notes. Please do not bring one to class.

Academic Honesty

All students are required to abide by the Student Honor Code. For more information about academic honesty, including definitions of plagiarism and unauthorized collaboration, please see:

<http://www.dso.ufl.edu/sccr/honorcodes/honorcode.php>

Plagiarism

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 a 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 part is identical or substantially identical to a document or assignment not authored by the student. Please see: University of Florida Student Honor Code, <http://www.dso.ufl.edu/sccr/honorcode.php>

All acts of plagiarism will result in failure of the assignment. Every case is different, but plagiarism on an assignment could result in failure of the entire course. **All work must be your own!** Work from another class is *not* acceptable. Have integrity; be responsible, organized, and honest about your work. Do not claim ignorance. Plagiarism can occur even if unintentional. We will go over quotations and documentation styles in class, therefore a lack of understanding is unacceptable.

Please note that I reserve the right to electronically examine your written work for plagiarism and *will do so* for each assignment. Once again, take this class seriously, exemplify your knowledge and creativity with writing assignments, and plan ahead. If you are having trouble with an assignment, please discuss it with me - do not plagiarize.

General Education Learning Outcomes

You must pass this course with a grade of C or better to receive 6,000-word UF Writing Requirement ("Gordon Rule") credit (E6). You must turn in all papers to receive credit for writing 6,000 words. A grade of D or better satisfies the University's General Education Composition (C) requirement. You must pass with a grade of C or better if this course is to satisfy the CLAS requirement of a second course in Composition (C). If you are not in CLAS, check the catalog or with your advisor to see if your college has other writing requirements.

Statement of Composition (C) and Humanities (H) Credit

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

Statement of Writing Requirement

This course can satisfy the UF requirement for Writing. For more information, please see: <http://www.registrar.ufl.edu/catalog1011/policies/advisinggordon.html>

Statement of Student Disability Services

The Disability Resource Center in the Dean of Students Office provides students and faculty with information and support regarding accommodations for students with disabilities in the classroom. For

more information, please see <http://www.dso.ufl.edu/drc/>

Statement of Harassment

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, please see: <http://www.dso.ufl.edu/sccr/sexual/>

Mode of Submission/Late Assignment Policy

All papers must be in 12-point Times New Roman font, double-spaced, one-inch margins on each side, and in MLA format. If your work is not formatted correctly, it will not be accepted. You will hand in an electronic copy for your responses. ***For your responses, you will submit an electronic copy through E-Learning by 4p.m. for each due date.***

Please be advised: Turning in an assignment late will adversely affect your grade. My policy is as follows: I do not accept late assignments without consultation. In other words, you may *request* an extension if needed. Assignments turned in late *without permission* will result in a zero for that assignment.

Grading Scale

A	930-1000	C	730-769
A-	900-929	c-	700-729
B+	870-899	D+	670-699
B	830-869	D	630-669
B-	800-829	D-	600-629
C+	770-799	E	0-599

Grading Expectations (Response Essays)

A-range essays establish and sustain a complex and original argument that demonstrates engagement with the course concerns and the unit's themes. A-level essays provide attentive, rich, and original close reading to illuminate the complexities of language and theme in their chosen texts. They are well-organized, well-supported, well-developed, and writing in an engaging and clear prose style.

B+ essays are very good in nearly all the above counts: they are well-organized, well-supported, clear, with strong but often less-fully-sustained moments of analysis and argument.

B/B- essays are competent and capable; they could be made stronger with either better organization, more complex development, more sustained examples, a stronger prose style, or less recurrent grammatical problems.

C-range essays are passable and often promising, but have multiple key areas that need major improvement: argument focus, level of analysis, development, organization, style, recurrent grammatical problems that interfere with clarity and ability to persuade.

D-level essays often hold promise, but are not yet "there" as far as narrowing down, organizing, and sustaining a viable idea in readable prose.

E essays fail to meet the basic criteria of argument, organization, and mechanics, or may be too off topic, failing to respond in any meaningful way to the assignment.

Final Grade Appeals and Grade Point Equivalencies

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 English Department. Grade appeals may result in a higher, unchanged, or lower final grade.

Student Wellness

The strains and workload of student life can sometimes feel overwhelming. Please be aware of the many counseling/health/wellness options available at the University of Florida. For more information, please see: <http://www.counseling.ufl.edu/cwc/Default.aspx>

Friendly General Advice

Simply stated, read the material! Come prepared for class. Choose a few passages from the text, have questions to ask, and be prepared to answer questions. Think *beyond* the text and words when read reading! Believe in yourself and your opinions. Every opinion and interpretation matters. We are a community of learners: you expect to learn from me and I expect to learn from you. Overall, my goal is to provide you with an exciting, engaging academic atmosphere, but I *need* you to contribute. Two lessons that I like to share are that hard work has great rewards, and if you put your heart into what you do, your enthusiasm will burst forth. I care about your progress in this course, therefore please care enough to read, contribute and grow as a student and individual. Put genuine effort into your work and it will show.

Assignments and Grading

Reading Responses (2,000 words each / 3 total)

600points

Reading responses are critical and evaluative of texts. When writing, include connections to other readings and issues that we have discussed and make an argument about the text(s) you have read. Please also include close analysis, which means that you should have *at least four* passages with page numbers.

Creative Reflection (1 total)

50points

This assignment is for participation and completion. This assignment will allow you to creatively engage with the issues of this course and to apply analytical skills with your own unique approach.

Participation

350points

Participation is *essential* in this course! Influential and exciting literature courses occur because of lively and respectful discussion. Participation also includes quizzes, in-class activities, non-graded writing assignments, and other homework.
Bottom line: read and you will pass this class.

TOTAL

1000 points

(Tentative) Reading Schedule

Week One

Writing Instruction: Explicating Texts/Close Reading, Quotations/Plagiarism, MLA Format

Monday 7/1 Introduction and Syllabus Overview
Reading and Writing Expectations
Whitman, "To a Pupil" (Handout)

Tuesday 7/2 Fitzgerald, *The Great Gatsby*

Wednesday 7/3 Fitzgerald, *The Great Gatsby*

Thursday 7/4 *No Class - Independence Day!*

Friday 7/5 Fitzgerald, *The Great Gatsby*

Week Two

Writing Instruction: Outlining an Essay, Organization, Asking Thoughtful Questions/Arguments

Monday 7/8 Faulkner, *As I Lay Dying*
pp. 3-38

Tuesday 7/9 Faulkner, *As I Lay Dying*
pp. 39-81

Wednesday 7/10 Faulkner, *As I Lay Dying*
pp. 82-112

Thursday 7/11 Faulkner, *As I Lay Dying*
pp. 113-149

Friday 7/12 Allison, Selections from *Trash*
Due: Reading Response #1

Week Three

Writing Instruction: Introductions, Topic Sentences/Transitions, Writing a Conclusion

Monday 7/15 Williams, *A Streetcar Named Desire*
Scene One - Scene Three

Tuesday 7/16 Williams, *A Streetcar Named Desire*
Scene Four - Scene Six

Wednesday *Ull* Williams, *A Streetcar Named Desire*
Scene Seven - Scene Nine

Thursday 7/18 Williams, *A Streetcar Named Desire*
Scene Ten - Scene Eleven

Friday 7/19 *No Class*

Week Four

Monday 7/22 *No Class*

Tuesday 7/23 Langston Hughes - Poems
Robert Frost - Poems

Wednesday 7/24 Sylvia Plath - Poems
E.E. Cummings - Poems

Thursday 7/25 Film: *To Kill a Mockingbird*
Harper Lee

Friday 7/26 Film: *To Kill a Mockingbird*
Due: Reading Response #2

Week Five

Monday 7/29 Capote, *Other Voices, Other Rooms*
Chapter One - Chapter Two

Tuesday 7/30 Capote, *Other Voices, Other Rooms*
Chapter Three - Chapter Five

Wednesday 7/31 Capote, *Other Voices, Other Rooms*
Chapter Six - Chapter Eight

Thursday 8/1 Capote, *Other Voices, Other Rooms*
Chapter Nine - Chapter Eleven

Friday 8/2 Capote, *Other Voices, Other Rooms*
Chapter Twelve

Week Six

Monday 8/5 O'Brien, *The Things They Carried*
pp. 1-58

Tuesday 8/6 O'Brien, *The Things They Carried*
pp. 59-110

Wednesday 8/7

O'Brien, *The Things They Carried*
pp. 111-154

Thursday 8/8

O'Brien, *The Things They Carried*
pp. 155-207

Friday 8/9

O'Brien, *The Things They Carried*
pp. 208-End

Due: Reading Response #3

Due: Creative Reflection