

AML2070: Survey of American Literature

Instructor: Mary Roca
mdroca@ufl.edu
Office: TBD
Office hours: T/R 4 and by appointment

Section: 1626
T 2-3/R 3
FLI 117

Public Property: Authorship, Fame, and the Public Individual

COURSE DESCRIPTION

AML2070 is a survey of significant writers, forms, and issues in American literature. This course will focus on notions of fame, authorship, and identity in American texts to examine the writer as a “public individual.” Fame and notoriety have long held fascination for the American public, and yet a position in the public eye has different implications—and consequences—across gender, race, class, sexuality, and (dis)ability. This semester, we will explore different representations of fame and public life, as well as examine writers’ portrayals of and reflections upon their public selves in their particular historical contexts, to consider the political and personal implications of writing as a public platform. In addition to autobiographies and memoirs, we will read, discuss, and analyze novels, poetry, speeches, and essays from the eighteenth century through the twenty-first. We will consider such questions as: how have ideas of fame and individual identity changed over time? What are the political implications of conceptualizing the writer as a famous figure? As a public individual? How do writers challenge and/or contribute to cultural notions of fame and public life? And how do these ideas impact cultural notions of citizenship, ownership, and personhood?

In addition to developing critical reading skills, we will also write about a variety of texts. Reading responses and class discussions will allow students to communicate their interpretations and analyses throughout the semester. Students will also construct essays that engage with the assigned readings in thoughtful, convincing, and effective ways. Ideally, students should emerge from this course with a greater understanding of the individual texts as well as their position within the larger cultural, historical, political, and personal contexts of American literature.

This 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>

GOALS AND OUTCOMES

By the end of AML2070, students will be able to:

- Read, write, and think critically about American literature, as well as texts beyond the scope of the course
- Discuss the historical and critical context of texts
- Communicate their ideas and analyses of texts
- Develop well-supported, persuasive, polished academic essays
- Establish and support significant historical, literary, and critical or theoretical claims
- Conduct formal research on literature and use secondary sources to support their arguments

REQUIRED TEXTS

Harriet Jacobs, *Incidents in the Life of a Slave Girl, Written by Herself*, ISBN: 0140437959

Edith Wharton, *The Custom of the Country*, ISBN: 9780143039709

Toni Morrison, *The Bluest Eye*, ISBN: 0452273056

Alison Bechdel, *Fun Home*, ISBN: 0618477942

These are the ISBNs for preferred editions, but you can purchase other versions. We will also read various poems, essays, and excerpts, which will be accessible via E-Learning/Canvas.

Electronic copies on permitted electronic devices (see classroom policies) are allowed, but hard copies are preferred. **Failure to have the required reading, as well as notes and/or discussion questions, will count as an absence.**

ASSIGNMENTS (Total Points Possible: 1000)

Reading Responses (3 responses, 600 words each; 150 points total)

Throughout the semester, students will write three short papers critically responding to the class readings. Each response should focus on one text read in class. In these responses, students can close-read the text, situate it in its historical context, and/or offer a new perspective on the work or writer, as long as the argument demonstrates an engagement with the text in a critical fashion. Each response must follow the same academic writing style required of standard essays, including well-crafted paragraphs, a thesis or hypothesis, well-supported claims, and effective stylistic elements. The purpose is to facilitate dynamic reading experiences, critical thinking, and an interactive discourse community. Each response should be on a different text, but the ideas explored in these responses can be further developed in longer papers.

Outlines (2 outlines, 300 words each; 50 points total)

For each paper, students must turn in an outline detailing their argument prior to the paper's due date (see reading schedule for due dates). It should be a formal full-sentence outline, with a developed thesis statement and textual evidence. Outlines can be turned in early, but must be submitted online and as a hard copy in class.

Paper #1: Critical Analysis (1200-1500 words; 200 points)

Students will perform a critical analysis of one of the texts already studied in class. In this assignment, students will develop a thematic reading and then use that theme to analyze the text. The goal of this assignment is to examine a student's ability to formulate a specific and substantial critical argument that addresses a significant aspect of a text and justifies its claims through a systematic critique of two or three detailed textual examples. This assignment is designed to assess analytical and critical skills, so no outside research should be conducted. Topics must be discussed with the instructor before you begin writing.

Paper #2: Researched Critical Analysis (1800-2100 words; 250 points)

In this assignment, students will use the skills developed throughout the course and in previous assignments. This paper is a sustained, formally researched critical analysis in which students will make an original argument about one or more literary texts through a particular theoretical, historical, or critical lens. Students will develop a topic of their own choosing, subject to

instructor's approval. This assignment is an opportunity to develop unique, interesting arguments. The paper should incorporate both primary and secondary texts and offer evidence of the student's critical thinking and interpretive abilities.

Paper Revisions + Memos (2 memos, 300 words each; 200 points total)

Revising their work allows students to strengthen their arguments, catch errors, and, ultimately, make their papers more persuasive while improving their writing skills. After each critical analysis assignment, students will revise their papers based on instructor comments, in-class writing workshops, and their own reflection of their work. As we will discuss in class, the revised drafts should *not* merely correct typos or grammatical errors. The revisions should be significantly improve the original essay and reflect the students' efforts to further develop their writing skills. Each revision must include a 300-word memo that responds to the instructor's comments on the original draft and outlines the efforts made to strengthen the paper.

Class Discussion Prompts (50 points total)

Over the course of the semester, students are required to bring in class discussion prompts for a minimum of five classes. The prompt must include a *typed* insight (2-3 sentences) about the text and a discussion question. It must be brought to the class meeting when we will discuss that text and turned in at the end of the period.

Participation (100 points)

In order to develop an open, engaging community of critical thinkers, we must all actively participate in the learning process. Completing course assignments and attending class fulfills part of your commitment to the class. Students must also participate in class discussions and activities (including peer reviews, group work, and quizzes), as well as complete any out-of-class activities or homework assigned. Be prepared for unannounced quizzes or activities on the readings or classroom discussion. Failure to be prepared for or to contribute to in-class activities and discussion will lower your participation grade.

Please note: I am always available to discuss your papers with you during the writing process, if you contact me in a timely manner. When you have any questions or concerns about your work, please feel free to e-mail, visit during office hours, or schedule an appointment with me. You can also visit the Writing Studio in Tigert 302 for concerns regarding grammar, punctuation, or style. Visit their site at <http://writing.ufl.edu/writing-center/> for more information.

GRADING

Grading for this course will be rigorous. If an assignment illustrates disregard for spelling, grammar, citation guidelines, or a general carelessness in the writing, the assignment will be failed. Do not rely on your instructor for copy-editing, even on drafts. The writing assignments for this course are designed to meet the requirements of the University Writing Requirement credit. To satisfy this requirement, **every** assignment's word count must be fulfilled.

Assignments that do not meet the minimum word count will receive zero credit.

As the instructor, it is my duty to evaluate and provide feedback on students' written assignments with respect to content, organization and coherence, argument and support, style, clarity, grammar, punctuation, and mechanics. More specific rubrics and guidelines applicable to

individual assignments may be delivered during the course of the semester.

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

This course can satisfy the General Education requirement for Composition or Humanities. For more information, see:

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

Statement of Writing Requirement (WR)

This course can provide 6000 words toward fulfillment of the UF requirement for writing. For more information, see:

<https://catalog.ufl.edu/ugrad/current/advising/info/writing.and.math.requirement.aspx>

Please note: a grade of "C-" **will not** confer credit for the University Writing Requirement or the CLAS Composition (C) requirement.

Grade Issues

University policy prohibits discussions of grades via email. If you have a question about a grade, you may schedule an appointment to meet with me to discuss it.

Grade Scale

A:	93-100	C:	73-76
A-:	90-92	C-:	70-72
B+:	87-89	D+:	67-69
B:	83-86	D:	63-66
B-:	80-82	D-:	60-62
C+:	77-79	E:	0-59

Grade Appeals

For this 2000-level course, students may appeal a final grade by filling out a form available from Carla Blount, Department of English Program Assistant. Please note that grade appeals may result in a higher, unchanged, or lower final grade.

ASSIGNMENT RUBRIC

	SATISFACTORY (Y)	UNSATISFACTORY (N)
CONTENT	Papers exhibit evidence of ideas that respond to the topic with complexity, critically evaluating and synthesizing sources, and provide an adequate discussion with basic understanding of sources.	Papers either include a central idea(s) that is unclear or off- topic or provide only minimal or inadequate discussion of ideas. Papers may also lack sufficient or appropriate sources.

ORGANIZATION AND COHERENCE	Documents and paragraphs exhibit identifiable structure for topics, including a clear thesis statement and topic sentences.	Documents and paragraphs lack clearly identifiable organization, may lack any coherent sense of logic in associating and organizing ideas, and may also lack transitions and coherence to guide the reader.
ARGUMENT AND SUPPORT	Documents use persuasive and confident presentation of ideas, strongly supported with evidence. At the weak end of the satisfactory range, documents may provide only generalized discussion of ideas or may provide adequate discussion but rely on weak support for arguments.	Documents make only weak generalizations, providing little or no support, as in summaries or narratives that fail to provide critical analysis.
STYLE	Documents use a writing style with word choice appropriate to the context, genre, and discipline. Sentences should display complexity and logical structure.	Documents rely on word usage that is inappropriate for the context, genre, or discipline. Sentences may be overly long or short with awkward construction. Documents may also use words incorrectly.
MECHANICS	Papers will feature correct or error-free presentation of ideas. At the weak end of the satisfactory range, papers may contain a few spelling, punctuation, or grammatical errors that remain unobtrusive and do not obscure the paper's argument or points.	Papers contain so many mechanical or grammatical errors that they impede the reader's understanding or severely undermine the writer's credibility.

CLASSROOM POLICIES

Assignment Formatting and Submission

All written assignments must be typed in 12-point Times New Roman and double-spaced with 1" margins on all sides. Format, citations, and documentation must follow MLA style. Format the page number in the top right of each page, and title your submissions. Be sure to staple papers before submitting hard copies. Unstapled papers will not be accepted.

All papers and revisions must be submitted as MS Word (.doc or .docx) or Rich Text Format (.rtf) documents to Canvas. Peer-edited rough drafts must be turned in the day the final draft is due. Reading responses and outlines are submitted on Canvas *and* as a hard copy in class. Discussion prompts must be submitted as hard copies (typed), but *not* on Canvas. All assignments are due at the beginning of class or online at the assigned deadline. Late

assignments **will not be accepted** unless you have made specific arrangements with the instructor prior to the submission of the late work.

Attendance

In AML2070, students are required to participate as active members of the learning community. Each student is allowed **three** absences. Each absence beyond the first three absences will lower your overall grade by 20 points (per absence). **If you miss more than seven periods, you will fail the course automatically.** Missing class on a double period counts as **two** absences. If you enter class after the official start of the period, you are late—which disrupts the entire class. **Three instances of tardiness count as one absence.** Entering the classroom more than 15 minutes after the class begins counts as an absence.

The University exempts from this policy **only** those absences involving university-sponsored events, such as athletics and band, and religious holidays. Inform me as early as possible in advance if you will miss class due to a university-approved reason (i.e. varsity athletics, etc.). Similarly, please inform me in advance if you will miss class to observe a religious holiday. If you have a learning disability, hardship, or other special dispensation approved by the Office of Student Affairs, please meet with me to discuss your requirements as early as possible.

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

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 all students demonstrate respect for ideas that may differ from their own. Disrespectful behavior will result in dismissal, and accordingly absence, from the class.

Conferences

I encourage you to make an appointment to see me during my office hours, especially when you 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 your work.

Throughout the semester, there are two mandatory conference days. Missing your scheduled conference will count as an absence for that class day.

Electronic Devices

No disruptions from cell phones of any kind will be tolerated. The instructor reserves the right to require those who break this rule to leave the classroom, which will count as a day's absence. In the event of a personal situation that requires your cell phone to be on, please notify the instructor before class.

You can use laptop computers and other portable electronic devices in class for the purposes of taking notes during discussion, referencing electronic texts, or for in-class presentations. Web browsing, emailing, chatting, etc. unrelated to class activities are, however, inappropriate and

will not be tolerated. In the event of a violation of this policy, the instructor reserves the right to prohibit the use of **all** electronic devices in class by individual students and/or the class as a whole.

Harassment

Every student in this class is expected to participate in a responsible and mature manner that enhances education. Any conduct that disrupts the learning process may lead to disciplinary action. Because this course requires much contact, collaboration, and dialogue among students, it is essential that each student work to create an environment of respect and tolerance.

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.hr.ufl.edu/eeo/sexharassment.htm>

Online Course Evaluations

Students are expected to provide feedback on the quality of instruction in this course by completing online evaluations at <https://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/>

Paper Maintenance Responsibilities

You 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 or a review of graded papers, it is your responsibility to have and to make available this material.

Peer Review

On the dates marked for peer review, you must bring a **completed draft** of your work to class, and be prepared to critique that of your peers. Absences on peer review days will affect your participation grade, and neglecting to submit a full draft will reduce your grade on the final work. Missed peer reviews will cost the student ten points and failing to submit a draft will lower the final grade on the paper by ten points/one letter grade, at the instructor's discretion.

Plagiarism

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

<https://catalog.ufl.edu/ugrad/current/advising/info/student.honor.code.aspx>

Plagiarism is a serious violation of the Student Honor Code. The Honor Code prohibits plagiarism and defines it 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.

(University of Florida, Student Honor Code, 8 July 2011)

You should never copy and paste something from the Internet (or any work) without providing the exact location from which it came.

All acts of plagiarism will result in failure of the assignment and may result in failure of the entire course. Plagiarism can occur even without any intention to deceive if you fail to understand and employ proper documentation techniques. When in doubt, ask for help!

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/>

Schedule of Classes and Assignments

This schedule is subject to change. The online syllabus supersedes the paper copy. Unless otherwise indicated, assignments and readings are due the day they are listed on the syllabus.

* indicates that the text(s) will be available through Canvas

Week	Date	Readings Due	Assignments Due
Week 1	T: 8/23	Course introduction and syllabus	
	R: 8/25	Infamous and In Trouble Daniel Defoe, <i>The Fortunes and Misfortunes of the Famous Moll Flanders</i> (1722) excerpt*	
Week 2	T: 8/30	Shaping the Self as a Public Individual Benjamin Franklin, <i>The Autobiography of Benjamin Franklin</i> (1793) excerpt* and Mark Twain, “The Late Benjamin Franklin” (1870)* <i>Introduce reading responses, class discussion prompts, and in-class presentations</i>	
	R: 9/1	Writing workshop: How to close-read	
Week 3	T: 9/6	Private People in Public Debates William Lloyd Garrison, “To the Public” (1831)* and Frederick Douglass, <i>My Bondage and My Freedom</i> (1855) excerpt* <i>Introduce Critical Analysis assignment</i>	
	R: 9/8	Harriet Jacobs, <i>Incidents in the Life of a Slave Girl, Written by Herself</i> (1861)	Response #1 Due
Week 4	T: 9/13	Harriet Jacobs, <i>Incidents in the Life of a Slave Girl, Written by Herself</i> (1861)	
	R: 9/15	Writing workshop: Outlining arguments	
Week 5	T: 9/20	Conferences – schedule with instructor Submit outline via Canvas by 8:30am and bring hard copy to your conference	Outline #1 Due
	R: 9/22	Harriet Jacobs, <i>Incidents in the Life of a Slave Girl, Written by Herself</i> (1861)	
Week 6	T: 9/27	Harriet Jacobs, <i>Incidents in the Life of a Slave Girl, Written by Herself</i> (1861) Peer Review	Rough draft of Paper #1 Due
	R: 9/29	Famous Lives and Lessons Sarah K. Bolton, <i>Lives of Girls Who Became Famous</i> (1886) excerpt*	Final draft of Paper #2 Due
Week 7	T: 10/4	Mark Twain, “Fenimore Cooper’s Literary Offenses” (1895)* <i>Introduce Revision assignment</i>	

	R: 10/6	Sui Sin Far (Edith Maude Eaton), "Leaves from the Mental Portfolio of a Eurasian" (1909)*	
Week 8	T: 10/11	<i>Introduce Research Paper assignment</i> Writing Workshop: Using library resources	
	R: 10/13	New Money, New Rules Edith Wharton, <i>The Custom of the Country</i> (1913)	Revision #1 Due
Week 9	T: 10/18	Edith Wharton, <i>The Custom of the Country</i> (1913) Writing workshop: Using outside research in your arguments	
	R: 10/20	Edith Wharton, <i>The Custom of the Country</i> (1913)	Response #2 Due
Week 10	T: 10/25	Edith Wharton, <i>The Custom of the Country</i> (1913) Writing workshop: Incorporating quotes and correct citations	
	R: 10/27	Edith Wharton, <i>The Custom of the Country</i> (1913)	
Week 11	T: 11/1	Being Heard and Being Known Claude McKay, "America" (1921)* Langston Hughes, "I, Too" (1925)* Zora Neale Hurston, "How It Feels to Be Colored Me" (1928)*	Response #3 Due
	R: 11/3	Langston Hughes, <i>The Big Sea</i> (1940) excerpt*	
Week 12	T: 11/8	(Not) Seeing Yourself in Shirley Temple Toni Morrison, <i>The Bluest Eye</i> (1970)	Outline #2 Due
	R: 11/10	Toni Morrison, <i>The Bluest Eye</i> (1970)	
Week 13	T: 11/15	Writing workshop: Coherence & Concision Peer Review	Rough draft of Paper #2 Due
	R: 11/17	Toni Morrison, <i>The Bluest Eye</i> (1970)	Final Draft of Paper #2 Due
Week 14	T: 11/22	Conferences – schedule with instructor	
	R: 11/24	Holiday – No class	
Week 15	T: 11/29	Self-representation in the 21st Century Alison Bechdel, <i>Fun Home</i> (2006) Writing Workshop: Editing & Revising	
	R: 12/1	Alison Bechdel, <i>Fun Home</i> (2006)	
Week 16	T: 12/6	Alison Bechdel, <i>Fun Home</i> (2006) In-class viewing: clips from <i>Fun Home</i> (musical)	Revision #2 Due