

AML2070: Survey of American Literature

American Childhoods

Section 6101

Class# 10287

Spring 2025



Instructor Name: Lillian Marie Martinez

Days/Period: MWF7 (1:55PM-2:45PM)

Bldg/Room: MCCA 2186

Office Hours (Days/Times): M 3PM-5PM TUR 4335 or by appointment

Instructor Email: martinez.lmarie@ufl.edu or via Canvas

Course Description: This course reads literature from 1865 to the Present with an eye towards depictions of American childhood. We will read poems, short stories, novels, picture books, and graphic novels written for and about children. Through our analyses, we will contextualize and reflect on the cultural and historical movements embedded within American literature that played a part in raising this nation.

Prerequisite course: ENC 1101 or test score equivalent.

General Education Objectives:

- This course confers General Education credit for either Composition (C) or Humanities (H). This course also fulfills 6,000 of the university's 24,000-word writing requirement (WR).
- *Composition Courses* provide instruction in the methods and conventions of standard written English (grammar, punctuation, usage), as well as the techniques that produce effective texts. Composition courses are writing

intensive. They require multiple drafts submitted to your instructor for feedback before final submission.

- Course content should include multiple forms of effective writing, different writing styles, approaches and formats, and methods to adapt writing to different audiences, purposes and contexts. Students should learn to organize complex arguments in writing using thesis statements, claims and evidence, and to analyze writing for errors in logic.
- The University *Writing Requirement* (WR) ensures students both maintain their fluency in writing and use writing as a tool to facilitate learning. To receive Writing Requirement credit, a student must receive a grade of C or higher and a satisfactory completion of the writing component of the course. This means that written assignments must meet minimum word requirements totaling 6000 words.

General Education Learning Outcomes:

At the end of this course, students will be expected to have achieved the following learning outcomes in content, communication and critical thinking:

- *Content:* Students demonstrate competence in the terminology, concepts, theories and methodologies used within the academic discipline.
- *Communication:* Students communicate knowledge, ideas, and reasoning clearly and effectively in written and oral forms appropriate to the discipline. Students will participate in class discussions throughout the semester to reflect on assigned readings.
- *Critical Thinking:* Students analyze information carefully and logically from multiple perspectives, using discipline-specific methods, and develop reasoned solutions to problems.

Course Materials:

- Gene Luen Yang, *American Born Chinese* (2006)
- Jeff Smith, *Bone* (1991)
- Kate DiCamillo, *The Tale of Despereaux* (2003)
- Neil Gaiman, *The Graveyard Book* (2008)
- Ursula K. Le Guin, *A Wizard of Earthsea* (1968)

Note: All other course materials will be provided through Canvas.

Assignments & Grade Distribution:

- 4 Unit Responses (2.5 x 4 = 10%)
- Close Reading (10%)
- Landscape Analysis (10%)
- Personal Reflection Essay (10%)
- Annotated Bibliography (10%)
- 2 Key Terms Essay (10 x 2 = 20%)
- Critical Analysis Paper (30%)

Total: 100%

<i>Unit Responses (350 Words x 4 = 1400 Words)</i>
The instructor will post prompts for students to respond to at the end of each unit. These prompts might pose a question about the readings, ask students to construct arguments or collect evidence, task students with constructing outlines or images, etc. Responses will be graded based on whether students successfully follow the prompt's instructions and critically engage with the prompt.
<i>Close Reading (500 Words)</i>
This assignment will test student skills in close reading, especially as that skill pertains to works of poetry and short fiction. Students will be expected to analyze a text from Unit 1 or 2 and develop an argument regarding the text through breaking down at least 3 formal elements of the passage. No secondary sources are required for this assignment.
<i>Landscape Analysis (750 Words)</i>
Students will analyze the time period, culture, and audience surrounding an assigned text of their choice. They will then develop an argument surrounding the text based on this analysis. Arguments may center on depictions of royalty, forms of dress, social life, food, gender, family, academics, philosophy, politics, religion, etc. This assignment is due up to 1 week after the students' chosen text is discussed in class.
<i>Personal Reflection Essay (550 Words)</i>
Students will discuss their own experience with childhood (personal, cultural, political, economic, social, etc.) in relation to a chosen text from any unit. This assignment is due up to 1 week after the students' chosen text is discussed in class.
<i>Annotated Bibliography (800 Words)</i>
Students will research four scholarly peer reviewed articles that will aid in writing their Critical Analysis Papers. They will, in 200 words for each entry: 1) provide a brief summary of the source; 2) discuss the author's argument; and 3) connect the source to the topic of their Critical Analysis paper. At least two of the sources must have been published in the last 10 years. Students will use MLA (9th Edition) for their citations.
<i>Key Terms Essays (250 Words x 2 = 500 Words)</i>
Using their Annotated Bibliography as a foundation, students will write two short essays (250 words each) on the topic of two terms of import to their Critical Analysis Paper. These Key Term Essays should: 1) define the term as its used in academic scholarship; and 2) discuss how this term helps elucidate their topic for their Critical Analysis Paper.
<i>Critical Analysis Paper (1500 Words)</i>
Students will forward an argument surrounding a particular text read during the semester. They should include at least four critical sources (e.g. peer reviewed journals, book chapters, scientific studies, etc.).

Grading Scale:

- A: 94-100 (4.0)
- A-: 90-93 (3.67)
- B+: 87-89 (3.33)
- B: 84-86 (3.0)
- B-: 80-83 (2.67)

C+: 77-79 (2.33)
 C: 74-76 (2.0)
 C-: 70-73 (1.67)
 D+: 67-69(1.33)
 D: 64-66(1.0)
 D-: 60-63 (.67)
 E: 0-59 (0)

Note: A minimum grade of C is required for general education credit. A grade of C– is not a qualifying grade for major, minor, Gen Ed, or College Basic distribution credit. Grades will NOT be rounded up at the end of the semester. For further information on UF's Grading Policy, see: <http://www.isis.ufl.edu/minusgrades.html>

All papers are graded on a percentage scale of 1 to 100%: 90-100, excellent; 80-89, good to very good; 73-79 below average to average; below 72 is not a passing grade. Assignment specific rubrics will be included on each assignment's Canvas page.

However, each assignment's rubric will include the above qualifiers with regards to an assignment's thesis, argumentation (e.g. evidence and analysis), style/language, and conclusion. A general rubric is provided below.

An A paper includes an excellent thesis that conveys its ideas clearly and without ambiguity, develops an effective organization of its ideas, and provides effective analysis of evidence from its chosen text.

A B paper includes a good thesis that could use clarification, attempts to develop clear organization of its ideas, and would benefit from further analysis of the text.

A C paper includes a sufficient thesis but is generally obscure about what it intends to argue, does not adequately connect its ideas, and would benefit from further analysis of alternative evidence.

A D paper does not make a claim, does not develop or connect its ideas, and provides little to no evidence in its analysis.

For further information on UF's Grading Policy, see: <https://catalog.ufl.edu/UGRD/academic-regulations/grades-grading-policies/>

Course Schedule

UNIT 1 AMERICAN CHILDHOOD: VISIONS OF HOPE & STRIFE		
Week 1		
1/13	Introduction to Syllabus	
1/15	How to Read Literature	

	Louisa May Alcott, <i>Little Women</i> , Ch. 27 “Literary Lessons” (1868)	
1/17	Childhood from the Basics <i>Alphabet II</i> (1727) & UF Baldwin Library ABCs Books (<i>The Common Object ABC Book</i> (ca. 1880) & <i>Denslow’s ABC Book</i> (1903))	
Week 2		
1/22	Visions of Childhood Sylvia Plath, “Child” (1963) & Robert Frost, “Nothing Gold Can Stay” (1923)	
1/24	Childhood in Peril Harriet Jacobs, <i>Incidents in the Life of a Slave Girl</i> (1861), Ch. 1-11	
Week 3		
1/27	Harriet Jacobs, <i>Incidents in the Life of a Slave Girl</i> , 1861, Ch. 12-16, 31-32, 36, 39, 41	
1/29	Writing About Children Emily Dickinson, “When I was small, a woman died” #596 (1861-3) Leonard S. Marcus, <i>Minders of Make Believe</i> , “Wonders in the Wake of War” (Excerpts)	
1/31	Writing About Our Childhood Constructing Arguments, Essays, and Research	
UNIT 2 LATE 1800s-1920s: SCHOOL DAYS		
Week 4		

2/3	America at School Langston Hughes, "Genius Child" (1937, 1958)	<i>Unit Response 1 Due</i>
2/5	Mark Twain, <i>The Adventures of Huckleberry Finn</i> (1884) (Excerpts)	
2/7	Zitkala-Sa, <i>Impressions of an Indian Childhood</i> (1900), I, II, & VII	
Week 5		
2/10	Zitkala-Sa, <i>The School Days of an Indian Girl</i> (1900), I, II, V, VI, & VII	
2/12	Fantastic Childhoods Ingrid E. Castro, <i>Childhood, Agency, and Fantasy: Walking in Other Worlds</i> , "Where Do We Belong?"	
2/14	Hugh Lofting, <i>The Adventures of Doctor Dolittle</i> (1920) (Excerpts)	
UNIT 3 1930s-1970s: ADVENTURES ABROAD		
Week 6		
2/17	Carolyn Keene, Nancy Drew Mystery Stories, <i>The Secret of the Old Clock</i> (1930), Pg. 1-76	<i>Unit Response 2 Due</i>
2/19	Carolyn Keene, Nancy Drew Mystery Stories, <i>The Secret of the Old Clock</i> (1930), Pg. 77-154	
2/21	Carolyn Keene, Nancy Drew Mystery Stories, <i>The Secret of the Old Clock</i> (1930), Pg. 155- 210	
Week 7		
2/24	Margret Rey & H.A. Ray, <i>Curious George</i> & E.B. White, <i>Charlotte's Web</i> (Excerpts)	<i>Close Reading Due</i>

2/26	Maurice Sendak, <i>Where the Wild Things Are</i> (1963)	
2/28	Shel Silverstein, <i>The Giving Tree</i> (1964) & Dr. Seuss, <i>The Lorax</i> (1971)	
Week 8		
3/3	Arnold Lobel, <i>Frog and Toad are Friends</i> (1970)	
3/5	Ursula K. Le Guin, <i>A Wizard of Earthsea</i> (1968), "Warriors in the Mist" to "The Loosing of the Shadow"	
3/7	Ursula K. Le Guin, <i>A Wizard of Earthsea</i> (1968), "The Dragon of Pendor" to "The Hawk's Flight"	
Week 9		
3/10	Ursula K. Le Guin, <i>A Wizard of Earthsea</i> (1968), "Hunting" to "The Open Sea"	
UNIT 4 1980s-2000s: ICONIC AVATARS		
3/12	Little Night Terrors Sara Austin, <i>Monstrous Youth</i> (2022), "Introduction", Pg. 1-17 Jessica R. McCort, <i>Reading in the Dark</i> (2016), "Introduction", Pg. 1-22	<i>Unit Response 3 Due</i>
3/14	R.L. Stine, <i>Goosebumps: Welcome to the Dead House</i> (1992)	
Week 10		
3/24	Jeff Smith, <i>Bone</i> (1991), Book One	
3/26	Jeff Smith, <i>Bone</i> (1991), Book Two	
3/28	Jeff Smith, <i>Bone</i> (1991), Book Three	
Week 11		

3/31	Kate DiCamillo, <i>The Tale of Despereaux</i> (2003), "Book the First"	
4/2	Kate DiCamillo, <i>The Tale of Despereaux</i> (2003), "Book the Second" & "Book the Third"	
4/4	Kate DiCamillo, <i>The Tale of Despereaux</i> (2003), "Book the Fourth" & "Coda"	
Week 12		
4/7	Gloria Anzaldúa, "How to Tame a Wild Tongue" (1987)	<i>Annotated Bibliography Due</i>
4/9	Gene Luen Yang, <i>American Born Chinese</i> (2006), Pg. 1-130	
4/11	Gene Luen Yang, <i>American Born Chinese</i> (2006), Pg. 131-233	
Week 13		
4/14	Neil Gaiman, <i>The Graveyard Book</i> (2008), Ch. 1-2	
4/16	Neil Gaiman, <i>The Graveyard Book</i> (2008), Ch. 3-5 & "Interlude"	<i>Key Terms Essays Due</i>
4/18	Neil Gaiman, <i>The Graveyard Book</i> (2008), Ch. 6-8	
UNIT 5 AMERICAN CHILDHOOD: VISIONS IN RETROSPECT		
Week 14		
4/21	Critical Analysis Paper Workshop	
4/23	Margaret Wise, <i>Goodnight Moon</i> (1947) Adam Mansbach and Samuel L. Jackson, <i>Go the F*** to Sleep</i> (2011)	<i>Unit Response 4 Due</i>
Week 15		
4/28	Finals Week	<i>Critical Analysis Paper Due</i>

University Policies and Resources:

Completion

You must complete all assignments to receive credit for this course.

Attendance:

More than six (6) absences will result in automatic failure of the course. Only those absences involving university-sponsored events (such as athletics and band) and religious holidays are exempt from this policy with documentation. I will consider documented extenuating circumstances on a case-by-case basis. For further information on university attendance policy, please see:

<https://catalog.ufl.edu/UGRD/academic-regulations/attendance-policies/>

Paper Format & Submission

All papers will be submitted through Canvas in an accepted electronic file format (.doc, .docx, .rtf) unless otherwise explicitly stated. Papers should be formatted in accordance with MLA formatting (Times New Roman 12pt, double-spaced, one-inch margins, MLA header, and MLA citations).

Late Papers/Assignments

Papers received late will be docked a third (1/3) letter grade for each day they are late. Papers later than three (3) days will earn a 0, save for any extenuating circumstances.

Students requiring accommodation

Students who experience learning barriers and would like to request academic accommodations should connect with the disability Resource Center by visiting <https://disability.ufl.edu/students/get-started/>. It is important for students to share their accommodation letter with their instructor and discuss their access needs, as early as possible in the semester.

UF course evaluation process

Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at <http://gatorevals.aa.ufl.edu/students>. Students will be notified when the evaluation period opens and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via <http://ufl.bluera.com/ufl/>. Summaries of course evaluation results are available to students at <http://gatorevals.aa.ufl.edu/public-results/>.

University Honesty Policy

University of Florida students are bound by the Honor Pledge. On all work submitted for credit by a student, the following pledge is required or implied: "On my honor, I have neither given nor received unauthorized aid in doing this assignment." The Student Honor Code and Conduct Code (Regulation 4.040) specifies a number of behaviors that are in violation of this code, as well as the process for reported allegations and sanctions that may be implemented. All potential violations of the code will be reported

to Student Conduct and Conflict Resolution. If a student is found responsible for an Honor Code violation in this course, the instructor will enter a Grade Adjustment sanction which may be up to or including failure of the course. For additional information, see <https://sccr.dso.ufl.edu/policies/student-honor-code-student-conduct-code/>.

In-class recording

Students are allowed to record video or audio of class lectures. However, the purposes for which these recordings may be used are strictly controlled. The only allowable purposes are (1) for personal educational use, (2) in connection with a complaint to the university, or (3) as evidence in, or in preparation for, a criminal or civil proceeding. All other purposes are prohibited. Specifically, students may not publish recorded lectures without the written consent of the instructor.

A "class lecture" is an educational presentation intended to inform or teach enrolled students about a particular subject, including any instructor-led discussions that form part of the presentation, and delivered by any instructor hired or appointed by the University, or by a guest instructor, as part of a University of Florida course. A class lecture does not include lab sessions, student presentations, clinical presentations such as patient history, academic exercises involving solely student participation, assessments (quizzes, tests, exams), field trips, private conversations between students in the class or between a student and the faculty or guest lecturer during a class session.

Publication without permission of the instructor is prohibited. To "publish" means to share, transmit, circulate, distribute, or provide access to a recording, regardless of format or medium, to another person (or persons), including but not limited to another student within the same class section. Additionally, a recording, or transcript of a recording, is considered published if it is posted on or uploaded to, in whole or in part, any media platform, including but not limited to social media, book, magazine, newspaper, leaflet, or third-party-note/tutoring services. A student who publishes a recording without written consent may be subject to a civil cause of action instituted by a person injured by the publication and/or discipline under UF Regulation 4.040 Student Honor Code and Student Conduct Code.

Procedure for conflict resolution

Any classroom issues, disagreements or grade disputes should be discussed first between the instructor and the student. If the problem cannot be resolved, please contact Carla Blount, Program Assistant, in the Department office (4008TUR). Be prepared to provide documentation of the problem, as well as all graded materials for the semester. Issues that cannot be resolved departmentally will be referred to the University Ombuds Office (<http://www.ombuds.ufl.edu>; 352-392-1308) or the Dean of Students Office (<http://www.dso.ufl.edu>; 352-392-1261).

Resources Available to Students:

Health and Wellness

- U Matter, We Care: umatter@ufl.edu; [352-392-1575](tel:352-392-1575).
- Counseling and Wellness Center: <http://www.counseling.ufl.edu>; [352-392-1575](tel:352-392-1575).
- Sexual Assault Recovery Services (SARS): Student Health Care Center; [352-392-1161](tel:352-392-1161).
- University Police Department: <http://www.police.ufl.edu>; [352-392-1111](tel:352-392-1111) (911 for emergencies).

Academic Resources

- E-learning technical support: learning-support@ufl.edu; <https://elearning.ufl.edu>; [352-392-4357](tel:352-392-4357).
- Career Connections Center: Reitz Union; <http://www.career.ufl.edu/>; [352-392-1601](tel:352-392-1601).
- Library Support: <http://cms.uflib.ufl.edu/ask>.
- Academic Resources: 1317 Turlington Hall; [352-392-2010](tel:352-392-2010); <https://academicresources.clas.ufl.edu>.
- Writing Studio: 2215 Turlington Hall; <http://writing.ufl.edu/writing-studio/>.