

AML 2070 – Survey of American Literature, Spring 2022

Instructor Name: La-Toya Scott

Course meeting times & locations: MWF, (4:05pm- 4:55pm) MAT 0005

Office Location and Hours: TBA

Course website: Canvas

Instructor Email: Latoyascott@ufl.edu

Course Description: In this course we will survey American literature through the lens of the marginalized. The readings will aid in defining what an American identity is and how it shifts, and changes based upon differing groups of people. Through the analysis of varying types of texts (novels, essays, poems, and short essays) by specifically African Americans, Native Americans, and Latinx Americans this class will challenge how we see our past and question how we then construct more equitable futures.

COVID Statement:

This semester, the university has mandated a return to face-to-face (F2F) teaching.

I am mindful, however, of the fact that we are still in the midst of a global pandemic and that a vaccine has not been made available to the general population. Thus, if you are registered for a F2F section of this class and suspect you may have been exposed to COVID, you should report for testing immediately and observe an obligatory quarantine period. <https://coronavirus.uflhealth.org/screen-test-protect-2/> You should also report to me immediately so that you may continue your coursework by joining your classmates enrolled in remote sessions.

Likewise, if I suspect I have been exposed to the virus, I will immediately report and quarantine. During this time, I will continue to teach all my students remotely through Zoom. I will give students enrolled in my F2F section clear instructions about joining online synchronous sessions.

I am aware of the fact that COVID-19 continues to impact our daily lives. Thus, if you are experiencing any hardships because of the virus, please contact me as soon as possible so that we may make any necessary arrangements contingent on your circumstances.

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.

Required Texts:

The Fire Next Time by James Baldwin

Narrative of the Life of Frederick Douglass by Frederick Douglass

The Woman Warrior by Maxine Hong Kingston

How the García Girls Lost Their Accents by Julia Alvarez

Between the World and Me by Ta-Nehisi Coates

Native Son by Richard Wright

There There by Tommy Orange

Assignments:

Assignments and Grade Breakdown: the following assignments and attendance/daily participation factor toward 1,000 total points.

Points for Discussion (180 points total): Each person must have at least 2 points of discussion prepared for **each** class meeting on the text (examples shall be provided beforehand). Points for discussion can be a particular quote, passage, or scene that stood out to you the most. These PFD's are to be uploaded onto Canvas before 8 am the day of class. They are worth 5 points a submission.

Historical Contextualization (700 words/ 100 points): After the completion of a text find two historical documents that relate to a major aspect of the work that enriches the text even more for you as a reader. This may be in relation to social conditions during the time of production, a person, law, or event. Explain the document and analyze its relation to the text.

Response Papers (750 words each/ 75 points each= 150 points total): Of the meetings we have you will be assigned 2 meetings in which you will construct two 500-word responses. Of the two essays your first one will be presented with discussion questions to lead the class discussion for that lecture day. The second one you will just submit. Each essay will be due the night before the lecture day at 11:59 pm via email and upload to Canvas. Discussion days will be assigned the first week of class. Structure will be on Canvas.

Annotated Bibliography for Final Paper (800 words/ 100 points): Research 4 scholarly peer reviewed articles that will aid in your final research papers. 200-word entry for each. Format to be discussed in class and posted on Canvas.

A paragraph for each source that tells a brief summary of the source. What's the author's argument and how do they support it? How will this source help with your paper?

Sources must be in the last 10 years

Must be MLA format

In-Class Presentation on Researched Critical Essay (70 points): You will conduct a 6-8 minute presentation that will allow an opportunity to present aspects of your final research essay to your peers in a conference format for feedback. (Instructions and format to be provided beforehand).

Final Research Paper (2,000-2,500 words/ 400 points): You will construct an argument based off of one or more texts covered in class. --→ **4 scholarly peer reviewed + 2 gimmies**

Course Schedule

Wk	Date	Read/View for Class	DU E
1	1/05	W- Syllabus, Introductions, Defining American F- The Iroquois Creation Story https://learning.hccs.edu/faculty/tina.schwettmann/engl-2327/unit-1/the-iroquois-creation-story	

2	1/10	<p>M- Leslie Marmon Silko, "Language and Literature from a Pueblo Indian Perspective"</p> <p>(http://www.classfolios.org/learningresource/SilkoEssay.pdf)</p> <p>W - J. Hector Crevecoeur: Letters, "What is an American,"</p> <p>https://glahder.dk/engelsk/FoundingFathers/Letters%20from%20an%20American%20farmer%20v2.pdf</p> <p>F- Letters From an American Farmer: Letter IX - Description of Charles-Town; Thoughts on Slavery; On Physical Evil; A Melancholy Scene</p> <p>https://avalon.law.yale.edu/18th_century/letter_09.asp</p>	
3	1/17	<p>M- No Class</p> <p>W- Thomas Paine - From III. Thoughts on the Present State of American Affairs</p> <p>F- <i>Narrative of the Life of Frederick Douglass</i> by Frederick Douglass</p>	
4	1/24	<p>M- <i>Narrative of the Life of Frederick Douglass</i> by Frederick Douglass</p> <p>W- Phillis Wheatley Poems "On Being Brought from Africa from America"</p> <p>Angelina E. Grimke - From Appeal to the Christian Women of the South</p> <p>Sojourner Truth <i>Ain't I a Woman</i></p> <p>F- <i>Incidents in the Life of a Slave Girl</i> by Harriet Jacobs</p>	
5	1/31	<p>M- <i>Incidents in the Life of a Slave Girl</i> by Harriet Jacobs</p> <p>W – Frederick Douglass, <i>What to a Slave is the 4th of July</i> Paul Lurance Dunbar <i>We Wear the Masks</i></p>	

		F- <i>The Fire Next Time</i> by James Baldwin	
6	2/7	M- <i>The Fire Next Time</i> by James Baldwin W- MLK Letter From Birmingham Jail F- Malcolm X, “Not Just an American Problem” (speech), “The Ballot or the Bullet” (speech)	
7	2/14	M- <i>Recitatif</i> by Toni Morrison W- Complete Book 1 of <i>Native Son</i> (pgs. 1-93) F- Read Book 2 of <i>Native Son</i> (pgs.97-184)	
8	2/21	M – Complete Book 2 of <i>Native Son</i> (pgs.185-270) W- Read Book 3 of <i>Native Son</i> (pgs. 273-363) F- Complete Book 3 of <i>Native Son</i> (pgs. 363-430)	
9	2/28	M- How “Bigger” was born (pgs. 433-462) W- Zora Neale Hurston: “How it Feels to be Colored Me” F- Selected Poems by Lorna Dee Cervantes (1954-) “Refugee Ship” (1981) “Cannery Town in August” (1981)	
10	3/7	Spring Break	
11	3/14	M- <i>How the Garcia Girls Lost Their Accents</i> pgs. 1-100 pg W- <i>How the Garcia Girls Lost Their Accents</i> pgs. 100-200 F- <i>How the Garcia Girls Lost Their Accents</i> pgs. 200-300	
12	3/21	M- <i>The Woman Warrior</i> W- <i>The Woman Warrior</i> F - <i>The Woman Warrior</i>	

13	3/28	M- <i>There There</i> by Tommy Orange (1-100) W- <i>There There</i> by Tommy Orange (100-200) F- <i>There There</i> by Tommy Orange (201-304) Historical Contextualization Due: 4/2 @ 11:59pm	
14	4/4	M- Let's talk about annotated bibliography construction, essay topics, and research W- <i>Between the World and Me</i> by Ta-Nehisi Coates F - <i>Between the World and Me</i> by Ta-Nehisi Coates Annotated Bib Due: 4/9 @ 11:59pm	
15	4/11	M- Writing Workshop W- Writing Workshop F – Writing Workshop	
16	4/18	M- Presentations W- Presentations Final research paper DUE: 4/25	

Final Grade Scale

- A= 970-1000
- A- =900-969
- B + = 870-899
- B = 850- 869
- B- = 800-849
- C+ = 770-799
- C= 750-769
- C- = 700-749
- D+ = 670-699
- D = 650-669
- D- = 600- 649
- F = x < 600

Factors for Assessment of work:

- Strong working thesis
- Clear supporting details
- Reputable evidence
- In depth analysis of evidence
- Consideration of more than one side of an argument
- Call to action
- A detailing of positionality to issue
- Organization

***Assignment guidelines and rubrics will be available on Canvas for each assignment beforehand.**

Total = 6000 words requirement. You can find information about the **University Writing Requirement** [here](#).>

Course Policies:

1. You must complete all *assignments* to receive credit for this course.
2. *Attendance*: You are allotted up to 3 absences for this semester. But be sure to email me to let me know if you'll be absent. Every absence exceeding the allotted 3 will lower your final grade by a third (Example: A to an A-, B+ to a B, and so on). Exceptions to the allotted 3 absences include severe personal or familial illness (doctor's note required), severe weather, court-imposed absences, religious holidays, or university-sponsored events such as athletics, band, or debates. Absences related to university-sponsored events must be discussed with me prior to the date that will be missed.
 - 3 absences: 10% off final course grade
 - 4 absences: 15% off final course grade
 - 5 absences: 20% off final course grade
 - 6 absences: Automatic failure of the overall course
3. *Tardiness*. More than 10 minutes late. 2 late = 1 absence
4. *Classroom Decorum*: Be respectful of differing views.
5. *Technology*: You will ONLY be allowed to use laptops or other computing devices for note-taking or other class-related purposes. If you choose to use a computer during class, be prepared to show me your notes at any time. Anyone found using their laptops for purposes other than class activities will be asked to leave class and will forfeit their attendance points.
6. *Email*: Proper greeting, subject, and from UF email
7. *UF's policy on Sexual Harassment*: The University of Florida is committed to providing a safe educational, working, and residential environment that is free from sexual harassment or misconduct directed towards any and all members of the community: <https://titleix.ufl.edu/about/title-ix-rights>
8. *Paper Format & Submission*: MLA Format and submitted through Canvas
9. *Late Papers/Assignments*: Papers will not be accepted late. I reserve the right to make exceptions on a case-by-case basis.

10. *Paper Maintenance Responsibilities*. Keep duplicate copies of all work submitted in this course. Save all returned, graded work until the semester is over.
11. *Academic Honesty and Definition of Plagiarism*. UF students are bound by The Honor Pledge: “We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code. On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: ‘On my honor, I have neither given nor received unauthorized aid in doing this assignment.’” The Honor Code (<https://sccr.dso.ufl.edu/policies/student-honor-code-student-conduct-code/>) specifies a number of behaviors that are in violation of this code and the possible sanctions.>
UF Student Honor Code:
A Student must 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. Stealing, misquoting, insufficiently paraphrasing, or patch-writing.
 - b. Self-plagiarism, which is the reuse of the Student’s own submitted work, or the simultaneous submission of the Student’s own work, without the full and clear acknowledgment and permission of the Faculty to whom it is submitted.
 - c. Submitting materials from any source without proper attribution.
 - d. Submitting a document, assignment, or material that, in whole or in part, is identical or substantially identical to a document or assignment the Student did not author.
12. Students with *disabilities* who are requesting accommodations should first register with the Disability Resource Center (352-392-8565, <https://disability.ufl.edu/>), which will provide appropriate documentation to give your instructor early in the semester.
13. *Students who are in distress* or who are in need of counseling or urgent help: please contact umatter@ufl.edu or 352-392-1575 so that a team member can reach out to you. UF’s Counseling and Wellness Center offers additional support: 352-392-1575, or contact them online: <https://counseling.ufl.edu/>
14. For information on UF Grading policies, see: <https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>
15. *Grade Appeals*. 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 Department office (4008 TUR). Please contact Ms. Blount at cblount@ufl.edu Grade appeals may result in a higher, unchanged, or lower final grade.
16. *Course Evaluations*. Students are expected to provide feedback on the quality of instruction in this course by completing online evaluations. Toward the end of the semester, you will receive email messages requesting that you do this online: <https://ufl.bluera.com/ufl/>