

AML 2070 – SURVEY OF AMERICAN LITERATURE (sec. 1626), Fall 2017
“An American Education”

Instructor and email: Jonathan Hernandez (jhernandez4@ufl.edu)

Class meeting times & location: T, Periods 2-3 (8:30-10:25 am), and R, Period 3 (9:35-10:25 am); Keene-Flint Hall (FLI) 101

Office Location and Hours: Turlington Hall (TUR) **TBD**; T and R, Per. 5 (11:45 am-12:35 pm), and by appointment

Course website: <https://ufl.instructure.com/courses/340710>

COURSE DESCRIPTION, OBJECTIVES, AND GOALS:

In the United States, education has always been highly valued, not only for the knowledge and skills it imparts, but also for the potential for social mobility it provides. In this class, students will learn about some of the major writers, issues, and forms of American literature by reading and discussing a variety of short stories, poetry, plays, and novels focusing on formal and informal learning and schooling experiences.

Through this focus, students will learn how individuals' educational experiences are represented in literature, as well as the role race, ethnicity, class, gender, and sexuality play in these representations. Furthermore, students are invited to consider issues of access to education, the type of knowledge or information that is imparted in formal/informal educational settings, and the opportunities education may or may not provide. In addition, students will identify the assumed roles and responsibilities of teachers and students, and learn of some of the ways in which American education has been shaped by government policies and programs.

Finally, throughout this course, students will use writing assignments to share their critical insights and develop original arguments about depictions of education in American literature. These assignments, which serve to satisfy the University Writing Requirement, include reading responses, a literary analysis, a critical analysis paper, and a final reflective essay. Students will also become familiar with the MLA citation style, which will allow them to properly analyze, synthesize, and incorporate primary and secondary texts in their own writing.

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 6,000 words.

GENERAL EDUCATION LEARNING OUTCOMES:

By the end of this course, students will 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 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:

All course texts should be available through the UF Bookstore. If you are purchasing your texts online, search for the ISBN included below to ensure you can easily follow along during discussions. E-books are acceptable, though they may not have clear/consistent pagination.

Alexie, Sherman. *The Absolutely True Diary of a Part-Time Indian*. Little, Brown and Company, 2007. (ISBN: 9780316013697)

Baym, Nina, editor. *The Norton Anthology of American Literature*. Shorter 8th ed. Two Vol. W.W. Norton & Co., 2012. (ISBN: 0393918882)

Morrison, Toni. *The Bluest Eye*. Vintage International, 2007. (ISBN: 0307278441)

Additional readings will be posted on our course’s [Canvas site](#). Please print out a copy of these readings, or bring your laptop/tablet to access them in class.

Note: You are responsible for having a copy of the day’s reading(s) in front of you each class. Failure to do so reflects a lack of preparedness for class and will result in you being marked **absent** for the day.

ASSIGNMENTS (see p. 10 for **Grading/Assessment Rubric**):

Due dates for major assignments are noted on our **Course Schedule** and [on Canvas](#).

Throughout the semester, I will provide assignment sheets with detailed guidelines for each assignment.

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|--|-------------|
| 1. Reading Responses (3 responses, 500 words each) | 15% |
| 2. Discussion Leader | 10% |
| 3. Literary Analysis (1,500 words) | 15% |
| 4. Critical Analysis Paper (2,000-2,250 words) | 20% |
| 5. Reflective Essay (1,000 words) | 20% |
| 6. Reading Quizzes | 5% |
| 7. In-Class Work and Homework | 15% |
| Total | 100% |

1. Reading Responses—3 scheduled responses, 500 words each; 15% of final grade

For this assignment, you will turn in an analytical/argumentative response to the respective day's reading(s). You should consider these papers a precursor to class discussion, which means responses need to go beyond a summary of the text and demonstrate how you are beginning to think about the texts' larger themes and ideas.

2. Discussion Leader—10% of final grade

At some point in the semester, you will contextualize the day's reading(s) through a short (8-10 minute) presentation that covers some cultural or historic aspect of the text(s) we are discussing that day. All presentations must be researched and properly cited and should include a visual element. In addition, presentations should explain how the presentation topic relates to the day's reading and pose a question to the class that will help generate critical discussion.

3. Literary Analysis Assignment—1,500 words; 15% of final grade

For this assignment, you will write an analysis of any text we have read in weeks 1-6. Your essay should focus on your chosen text's form, characters, setting, the author's writing style, etc. and discuss how they inform the text's main themes and ideas. In addition, your paper should incorporate *at least* one scholarly secondary source about, or related to, your selected text and those themes or aspects of the text you are exploring in your paper.

As part of this assignment, all students are required to attend a conference with me to discuss their approach towards this paper.

4. Critical Analysis Paper—2,000-2,250 words; 20% of final grade

This assignment involves your presentation of an original argument that works with some of the major issues and themes discussed in this course. The paper requires 2-3 scholarly secondary sources, which means you will need to carefully research your chosen topic in order to effectively present your argument.

All students are also required to attend a conference me to discuss their approach towards this paper.

5. Reflective Essay—1,000 words; 20% of final grade

Your final assignment for this course is an essay in which you reflect on what education means to you and in which you discuss your educational experiences so far. To provide evidence and support for this paper, you will need to incorporate 1-2 course texts that helped you reflect upon and rethink your relationship to education.

6. Reading Quizzes—5% of final grade

Sporadic reading quizzes will be given throughout the semester during the first fifteen minutes of class. These short answer, true/false, and multiple choice format quizzes will test how carefully you are reading, but should not be difficult for students who complete the assigned readings.

If you arrive to class once a quiz has begun, you have the remainder of the given time to complete the quiz. **Because the purpose of these quizzes is to ensure you are keeping up with our readings, missed quizzes CANNOT be made up.** The only excuse for a missed quiz is written verification of participation in an official university-sponsored event for the day missed (submitted in advance), a doctor's note, or absence due to a religious holiday. In these cases, the missed quiz grade would not count against your final grade.

Note: If at any point in the semester it becomes evident that the majority of students are not completing the assigned readings, I reserve the right to assign quizzes with increased regularity.

7. In-Class Work and Homework—15% of final grade

This grade accounts for **active** and **meaningful** participation during in-class discussions, peer reviews, and other group work and activities, as well as completion of homework assignments.

COURSE POLICIES:

1. You must complete *all* assignments to receive credit for this course.
2. *Attendance.* You should take attendance in this course very seriously, as class discussions cannot be replicated. If you miss class, you are also missing that day's lesson and the insights of your peers. Please note that since this class meets on a block schedule, absences are counted in terms of periods missed, not classes. This means that missing class on Tuesdays **counts as two absences**.

That being said, all students may be absent up to THREE (3) periods during the semester without repercussions. **However, if you miss more than SIX (6) periods during the term, you will automatically fail the entire course. This policy includes excused and unexcused absences.**

As a result, you should always come to class, barring illness or personal emergencies. Exempt from this policy are only those absences involving official university-sponsored events, such as athletics (see *Twelve-Day Rule* below), band, and debate; as well as religious holidays and extenuating circumstances like military duty and court-mandated responsibilities.

Note: Any absences related to official university-sponsored events, religious holidays, military duty, and court-mandated responsibilities must be discussed with me **prior** to the date of the absence in order to arrange potential make-up work and students must provide appropriate documentation.

Twelve-Day Rule. According to University policy, "Students who participate in athletic or extracurricular activities are permitted to be absent 12 scholastic days per semester without penalty. (A scholastic day is any day on which regular class work is scheduled)". Please consult the following link for more information:

<https://catalog.ufl.edu/ugrad/1516/regulations/info/attendance.aspx#twelvedayrule>

Illness. To receive an excused absence in case of illness, a valid, signed, doctor's note with the reason illness or injury prevented you from attending class should be submitted, and will be accepted at my discretion. If possible, you should discuss any prolonged absences with me in advance to arrange make-up of assignments.

Make-up of Assignments. It is your responsibility to keep track of your attendance and assignments. In case of absence, you are still responsible for turning in any assignments due during your absence **on time**, unless we have arranged an extension. Please note that with the exemption of **documented** excused absences, you will not be able to make up any quizzes or in-class activities you miss.

Tardiness. Tardiness is a serious disruption to class. If you arrive to class after I have taken attendance, you will be counted as **tardy**. If you arrive **more than 15 minutes** after class starts, you will be considered **absent** for the day. **Being late twice in a row constitutes an absence.**

3. *Paper Format & Submission.* All work for this class should reflect your best effort. In addition, your papers **must** conform to MLA Eighth Edition format guidelines*. This means your papers must include the following elements:

- Your name and other relevant information (course title, name of instructor, date) on the *top left-hand* side of the page
- Original or creative title for assignment (something other than “Reading Response 1,” “Critical Analysis Paper,” “Reflective Essay,” etc.)
- 12 point Times New Roman font, double-spaced
- 1 inch margins all around
- MLA style headers with your last name and page number on the top right side of the page
- MLA-style citations (in-text, and at the end of your paper on a separate Works Cited page). **Note:** Works Cited pages are not required for **Reading Responses**.

*I will introduce the class to MLA style at the beginning of the semester. In addition, you should consult the material posted in the [Writing Resources folder](#) on Canvas, as well as the information available at the [Purdue OWL website](#).

All files for final drafts of papers should be named according to the specifications on the respective assignment sheet and submitted as Word (.doc or .docx) documents (no Pages for Mac files, please) to the indicated location on Canvas. Hard copies of assignments should be submitted in a professional manner (i.e. with multiple pages stapled, and no dirty, wrinkled, or torn pages).

Note: E-mailed assignments are not accepted, and failure of technology (computer/printer/internet issues) is not an excuse for failing to turn in work on time!

4. *Late Papers/Assignments.* Students are responsible for turning in assignments by the assigned deadline, unless other arrangements have been made with me ahead of time. **Work turned in after the given deadline will be considered late and will be penalized by ONE (1) letter grade for every day (Mon.-Sun.) it is late.**
5. *Paper Maintenance Responsibilities.* Save all work submitted in this course and please save all returned, graded, work until the semester is over.
6. *Academic Honesty and Definition of Plagiarism.* As a University of Florida student, your performance is governed by the [UF Student Honor Code](#). The Honor Code requires students to neither give nor receive unauthorized aid in completing all assignments. Violations of the Honor Code include cheating, plagiarism, bribery, and misrepresentation.

Note: Academic dishonesty includes re-submitting for credit the exact same assignment that has been submitted in a different course, **EVEN** if it is your own work.

This class has a **zero tolerance** policy for plagiarism and other forms of academic dishonesty. Upon its submission to Canvas, each student's work will be tested for its originality by Turnitin.com. A negative report from Turnitin may constitute **PROOF** of plagiarism, and if you are found to have plagiarized, you will fail the respective assignment, be reported to the Dean of Students, and may fail the class.

Important: You should never copy information from a book, article, or the internet without providing attribution to the original author(s).

7. *Students with Disabilities.* The University of Florida complies with the Americans with Disabilities Act. Students requesting accommodation should register with the Disability Resource Center (DRC), located in Reid Hall 001, to receive appropriate documentation. For more information on the DRC, visit: www.dso.ufl.edu/drc/.
8. For information on UF Grading policies, see: <https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>
9. *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 English Department office (4008 TUR). Grade appeals may result in a higher, unchanged, or lower final grade.
10. *Course Evaluations.* Toward the end of the semester, you will receive emails asking you to evaluate this course at: <https://evaluations.ufl.edu/evals/Default.aspx>
11. *Counseling and Wellness Center.* Students in need of mental health services are advised to contact the on-campus Counseling and Wellness Center. For more information, visit <http://www.counseling.ufl.edu/cwc/Default.aspx>, or call (352) 392-1575.
12. *Classroom behavior.* You are expected to not only complete all assigned reading before each class, but also, to come prepared to share your analysis and questions about this material during our discussions. The insights you will gain and provide during these will help you and your classmates during individual writing assignments.

Additionally, it is vital that we treat everyone's thoughts and views with open-mindedness and respect, particularly since some of the texts we will be discussing may deal with sensitive or controversial topics. You are always allowed to introduce and support your perspective on a topic or a specific reading of a text, but any disrespect towards others is unacceptable and will result in you being asked to leave the classroom, marking you absent for the day.

13. *Electronics Policy.* Students are welcome to bring their laptops and tablets to class but are asked to use these devices prudently. If I see that these devices are being misused, you will be asked to leave them outside of class. Students are required to place cell phones on silent mode during class. If I see you using your phone instead of participating in class, I will take points off the ***In-Class Work and Homework*** grading category and may also ask you to leave the classroom, marking you **absent** for the day.
14. *Personal Emergencies.* If you have a personal emergency that requires you to step outside for a moment or leave class early, please discuss it with me ahead of time, if possible. Otherwise, you may be marked absent.
15. *E-mails.* All messages to me should **only** be sent from your UF email address or Canvas and should be written in a professional manner. I typically respond to message within 24 hours, but if you have a time sensitive question or are contacting me about a delicate matter, it may be better for you to speak to me before or after class, or come to my office hours.

16. *Conferences*. While all students are **required** to attend conferences with me as part of their preparation for the **Literary Analysis** and **Critical Analysis Paper** assignments, in general, students are encouraged to attend my office hours if they have questions about their progress in the class, or have any other course-related concerns or suggestions. If you cannot attend my office hours, please contact me in advance to arrange another meeting time.
17. *University Writing Studio*. The University Writing Studio, located in Tigert Hall 302, is available to all UF students looking for additional assistance on writing assignments. For details and to schedule an appointment, visit: <http://writing.ufl.edu/writing-studio/>
18. *UF's policy on Harassment*. UF provides an educational and working environment that is free from sex discrimination and sexual harassment for its students, staff, and faculty: <http://hr.ufl.edu/manager-resources/recruitment-staffing/institutional-equity-diversity/resources/harassment/>

COURSE SCHEDULE. The following schedule is subject to change (with advance notice) throughout the semester. Please attend class regularly to be aware of any announcements or updates to this schedule and note that the most up-to-date version of the course schedule will always be **posted on Canvas**. All assignments and readings are due the day they are listed.

Note: Readings with an asterisk in front of the title are posted **on Canvas**. Please print them out or bring in your laptop/tablet to access them during class discussions.

Week 1:

T, 8/22: Introductions, review syllabus;

Discuss: Washington Irving, "Rip Van Winkle" (1819) [*Norton*, Vol. 1 p. 469];
Strategies for reading literature and writing about literature

R, 8/24: **Discuss:** Nathaniel Hawthorne, "The Birth-Mark" (1843) [*Norton*, Vol. 1 p. 645];
Introduce Reading Response Assignment & MLA Basics

Week 2:

T, 8/29: **Discuss:** Ralph Waldo Emerson, "The American Scholar" (1837) [*Norton*, Vol. 1 p. 536], and "Self-Reliance" (1841) [*Norton*, Vol. 1 p. 549];
Summary vs. analysis

R, 8/31: **Reading Response #1 Due;**

Herman Melville, "Bartleby, the Scrivener" (1853) [*Norton*, Vol. 1 p. 1102]

Week 3:

T, 9/5: **Discuss:** Harriet Jacobs, Excerpts from *Incidents in the Life of a Slave Girl* (1861) [*Norton*, Vol. 1 p. 818]

R, 9/7: **Discuss:** Walt Whitman, "Shut Not Your Doors" [*Norton*, Vol. 1 p. 1024], "Spontaneous Me" [*Norton*, Vol. 1 p. 1067-1069], "When I Heard the Learn'd Astronomer" [*Norton*, Vol. 1 p. 1078], "The Wound-Dresser" [*Norton*, Vol. 1 p. 1080]; AND

Emily Dickinson, 39 [49] [I never lost as much but twice-] (*Norton*, Vol. 1 p. 1193), 236 [324] [Some keep the Sabbath going to Church -] (*Norton*, Vol. 1 p. 1196), 260 [288] [I'm Nobody! Who are you?] (*Norton*, Vol. 1 p. 1197)

Week 4:

T, 9/12: **Discuss:** *Lydia Maria Child, "Concerning Women" (1869); AND

*Meg Wesling, "Introduction - Educated Subjects: Literary Production, Colonial Expansion, and the Pedagogical Public Sphere," from *Empire's Proxy: American Literature and U.S. Imperialism in the Philippines* (2011)

R, 9/14: **Reading Response #2 Due;**

Discuss: Charles W. Chesnutt, "The Wife of His Youth" (1898) [*Norton*, Vol. 2 p. 465];
Introduce Literary Analysis Assignment

Week 5:

T, 9/19: **Discuss:** Gertrude Stein, *Objects* (1914) [*Norton*, Vol. 2 p. 716]; AND

Susan Glaspell, *Trifles* (1916) [*Norton*, Vol. 2 p. 743];
Conducting Research

R, 9/21: **Discuss:** *F. Scott Fitzgerald, "May Day" (1920);

Week 6:

T, 9/26: **Discuss:** William Faulkner, "A Rose for Emily" (1930) [*Norton*, Vol. 2 p. 998], and "Barn Burning" (1939) [*Norton*, Vol. 2 p. 1004];
Establishing a Thesis

R, 9/28: **Literary Analysis Assignment Conferences**
Critical Text Interpretation and Evaluation Worksheet Due

Week 7:

T, 10/3: **Discuss:** Langston Hughes, "Mother to Son" [*Norton*, Vol. 2 p. 1039], "I, Too" [*Norton*, Vol. 2 p. 1039], "Democracy" [*Norton*, Vol. 2 p. 1043], and "Theme for English B" [*Norton*, Vol. 2 p. 1044]; AND

Ralph Ellison "Chapter 1 [Battle Royal]," from *Invisible Man* (1952) [*Norton*, Vol. 2 p. 1211];
Integrating Research

R, 10/5: **Literary Analysis Assignment Peer Review (complete before class);**
Discuss: *James Baldwin, "Sonny's Blues" (1957)

Week 8:

T, 10/10: **Literary Analysis Assignment Due;**
Discuss: Flannery O' Connor, "Good Country People" (1955) [*Norton*, Vol. 2 p. 1340]; AND

*Sylvia Plath, "The Applicant" (1962)

R, 10/12: **Discuss:** Philip Roth, "Defender of the Faith" (1959) [*Norton*, Vol. 2 p. 1435]; AND

*Kurt Vonnegut, Jr., "Harrison Bergeron" (1961)

Week 9:

T, 10/17: **Begin discussion of:** Toni Morrison, *The Bluest Eye* (1970) [p. 1-80]
R, 10/19: **Discuss:** *The Bluest Eye* (p. 81-109)

Week 10:

T, 10/24: **Discuss:** *The Bluest Eye* (p. 110-183)

R, 10/26: **Wrap up discussion of:** *The Bluest Eye* (p. 187-end);
Introduce Critical Analysis Paper and Critical Analysis Paper Prospectus Assignments

Week 11:

T, 10/31: **Discuss:** Alice Walker, "Everyday Use" (1973) [*Norton*, Vol. 2 p. 1530]; AND

Maxine Hong Kingston, "No Name Woman," from *The Woman Warrior* (1976) [*Norton*, Vol. 2 p. 1507]

R, 11/2: **Reading Response #3 Due;**

Discuss: Gloria Anzaldúa, "How to Tame a Wild Tongue" (1987) [*Norton*, Vol. 2 p. 1521]; AND

*Richard Rodriguez, "The Achievement of Desire: Personal Reflections on Learning 'Basics'" (1978)

Week 12:

T, 11/7: **Critical Analysis Paper Conferences;**

Critical Analysis Paper Prospectus Due

R, 11/9: Junot Díaz, "Drown" (1996) [*Norton*, Vol. 2 p. 1666]

Week 13:

T, 11/14: Begin discussion of: Sherman Alexie, *The Absolutely True Diary of a Part-Time Indian* (2007) [p. 1-81]

R, 11/16: **Discuss:** *The Absolutely True Diary of a Part-Time Indian* (p. 82-113)

Week 14:

T, 11/21: **Discuss:** *The Absolutely True Diary of a Part-Time Indian* (p. 114-196);
Introduce Reflective Essay Assignment

R, 11/23: **THANKSGIVING HOLIDAY—NO CLASS**

Week 15:

T, 11/28: **Wrap up discussion of:** *The Absolutely True Diary of a Part-Time Indian* (p.197-end)

R, 11/30: **Critical Analysis Paper Peer Review Due**

Week 16:

T, 12/5: **Critical Analysis Paper Due;**
Course wrap-up

Note: Reflective Essay due by 11:59 pm on 12/9

Grading Scale:

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|----|------|--------|----------|----|------|-------|---------|
| 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/Assessment Rubric:

The following is a basic rubric, which will be used to grade your major writing assignments:

- A An A paper presents a **strong and original argument** that is **well-supported and organized**, and which demonstrates **thorough engagement** with the text and its relation to the themes and/or concepts discussed in the course. Papers at this level also contain strong prose and are mostly free of typos, as well as mechanical and stylistic errors.
- B A B paper falls noticeably short in **one** of the criteria for a strong argument listed above, but still demonstrates a thorough engagement with the text and its relation to the themes and/or concepts discussed in the course. Work in this range needs minor revision, but is otherwise stylistically and mechanically sound, with few errors.
- C A C paper falls noticeably short in terms of **two or more** of the criteria for a strong argument. Work in this range also needs significant revision in terms of its content and organization and may contain several spelling and/or mechanical errors. Nonetheless, a C paper still shows effort and potential.
- D A D paper is generally disorganized, too simple in terms of its argument and/or poorly-argued, and may also lack textual support for points being made. Work in this range is in need of significant revision and contains numerous spelling and/or mechanical errors that affect the clarity of the student's writing.
- E An E paper falls short of **almost all** of the requirements for an effective argument listed above **and/or** may have lost excessive points for not following the basic assignment prompt or for being incomplete, late, or, missing. Work in this range is also filled with spelling and mechanical errors that make the writing unclear and/or unreadable. **On a related note, any assignment that is discovered to be plagiarized will automatically receive a grade of E.**

Please note that the above rubric is not exact. Other factors, such as failure to follow basic assignment prompts or requirements, inaccurate textual references, etc. also affect your grade.