

American Literature I: 20th Century

ENG 256.P01

Spring 2018

Instructor: Professor Anderson

Credit Hours: 3 credit hours

Time: Fridays, 12:50 – 3:50 p.m., Cooper Street Education Building

Office Hours: Classroom will be used for end of class questions/office hours.

Textbooks:

- (1) *The Heath Anthology of American Literature*, Seventh Edition, Volume D: Modern Period 1910-1945. ISBN: 978-1-133-31025-9
- (2) *The Heath Anthology of American Literature*, Seventh Edition, Volume E: Contemporary Period 1945-Present. ISBN: 978-1-133-31026-6

Course Materials:

- Pens/pencils
- Notebooks for in-class work, homework, essays, tests, and notes

Course Description: ENG 256 AMERICAN LITERATURE I-20TH CENTURY (3 CR)

Students examine the literature and culture of America from 1890 to the present, with emphasis on the development of organic and post-modern writing in narrative, poetic, and critical modes. *Prerequisite: ENG 131*

Course Goals:

The Board of Trustees has determined that all JC graduates should develop or enhance certain essential skills while enrolled in the college. The objectives for the course support GEO 6:

Understanding aesthetic experience and artistic creativity; students will demonstrate proficiency in the analysis of creative works, situating works culturally and historically through critical thinking, research and interpretation. The rubric for GOE 6 is interpreted for this course as follows:

1. Understanding Context—Students understand the historical, cultural, and social contexts of selected works of drama and poetry (measured through class discussion, small-group work, in-class writing, quizzes, final exam);
2. Analysis and Interpretation—Students apply methods of analysis and interpretation to texts; uses discipline-specific language to support critical reflection (measured through class discussion, small-group work, in-class writing, written assignments, reading and constructing scenes for plays);
3. Engagement—Students regularly participate in discussions about selected works of drama and poetry, discussing the creative choices made by poets and playwrights (measured through participation in whole-class discussions, small-group projects, poem and play readings, and discussion);
4. Evaluation—Students evaluate works of drama and poetry for quality, using criteria generally recognized in the field (measured through discussion and essays);
5. Appreciation—Students will exhibit through writing an awareness of purpose and audience, organizational and development skills, meaning and understandings;
--Students will work productively with other students in gaining understanding of poetry and drama through participation, interaction, and completion of small-group projects.

Premises to GEOs: To successfully achieve these objectives, the student must diligently apply him- or herself to the course material, completing all assignments, participating actively in discussions, and thinking critically about the pieces read, especially by asking questions (internally and in class).

ASSOCIATE DEGREE OUTCOMES (ADOs) and COURSE OBJECTIVES

The primary goal of this course is to help you achieve a satisfactory level of skill in reading, writing, and critically thinking about literature. Please note, “The course goal incorporates specific Associate Degree Outcomes (ADO’s) established by the JCC Board of Trustees, administration, and faculty. These goals are in concert with four-year colleges and universities and reflect input from the professional communities we serve. ADO’s guarantee students achieve goals necessary for graduation credit, transferability, and professional skills needed in many certification programs. The ADO’s addressed in this course are:
 ADO 1—Writing clearly, concisely, and intelligibly at the developing level---close reading and application of annotations in writing form
 ADO 6—Understanding and appreciating aesthetic experience and artistic creativity—discussion and peer group work.

You will compose texts that shed light on the meaning of assigned works. To satisfy the expectations stated in ADO 1, you must carefully revise your compositions so that they reflect the conventions of essay writing. You will be expected to come to class prepared to articulate your response to the writers, the works, the creative choices made by the writers, and the contexts within which they present their works. This engagement will help you meet the expectations stated in ADO 6.

This course also addresses specific discipline-related goals. It aims

- To broaden your knowledge of the authors, literary techniques, genres, and themes of the 20th century;
- To help you relate the themes of essay, short story, poetry and novel to contemporary life;
- To help you become familiar with culturally diverse works of essay, short story, poetry and novel; and
- To examine the historical and cultural milieu that shaped individual works.

Grade Breakdown		Grading Scale
Essay 1	16	4.0 = 94-100%
Essay 2	24	3.5 = 88-93%
HW/Other Assignments	15	3.0 = 82-87%
Participation/In-Class Work	15	2.5 = 76-81%
Mid-Term	10	2.0 = 70-75%
Final Exam	10	1.5 = 66-69%
		1.0 = 60-65%
		0.5 = 55-59%
		0.0 = 0-54%
Total	90	

Major Assignments

Essays

There will be two long form essays assigned during the semester. With each of these essays, you will be given an announcement sheet providing guidelines. Both essays will include a first draft which is due one class session before the final draft. As a part of the drafting process, a peer review workshop will be conducted in class.

Essays will be scored on a four-point scale (similar to the scale in the above table for final course grades). The criteria for a 4 score, for instance, is that the essay effectively fulfills the guidelines of the assignment with sufficient elaboration and clarification. The criteria for a 3 score is that the essay *mostly* fulfills the guidelines of the assignment with appropriate elaboration and clarification. Scores of 3.5, 2.5, etc. are for essays that are “midway” between the standards of two point levels.

Mid-Term and Final

This class will include both a mid-term and final exam, each of which will assess your understanding of the course material and mastery of the course’s outcomes up to that specific point in the class. Both of these tests will include a variety of questions such as multiple choice, short answer, true-false, and short essay questions.

While both the mid-term and final will be open book, it is certainly in the student’s best interest to study and prepare for these tests ahead of time.

Homework/Other Assignments

In addition to the main assignments listed above, there will be a handful of additional assignments, including homework assignments.

Author Presentation

As one of your “other assignments,” each student will provide a brief presentation on one of the authors that appears on the assigned reading list in the course schedule. Students will sign up ahead of time and will give this presentation on the date in which that author is to be discussed in class. As a part of the presentation, the student will provide an overview of the author, including a short biography (based upon information available in the textbook), and a description of the major work(s) of that author. Presentations will be graded on a scale of 0 – 3 in which a 3 score is earned for providing an appropriate and detailed overview of the author and his/her major work(s), a 2 score is earned for a mostly sufficient but inconsistent overview, and so forth.

Policies and Course Rules

- **Incomplete Policy:** In accordance with JC policy, an Incomplete or “I” grade is only issued to *students who have demonstrated good standing in the class and hold a passing grade at the time of an extenuating circumstance that precludes completion of the class.* Documentation validating the circumstance may be required.
- **Late Work and Makeup Policies:** Late work is not accepted with the exception of two assignments per student. **Anything due the final day of class cannot be turned in late.** Similarly, in-class assignments (including peer review workshops and any tests/quizzes, etc.) cannot be made up.

- **Attendance Policy:** Regular attendance is not only vital for success in this course, it is required. Please note that attendance will be recorded during every class session and each class session will include participation/in-class work which cannot be made up. A student who misses more than two class sessions will not pass the course. Please do your best to arrive to class on time as arriving to class more than 15 minutes late will constitute a full absence.
- **In-class work:** As noted in the syllabus, a component of your total score comes from in-class assignments. These assignments and activities function as your participation score for the course and will include things such as in-class “pre-writing” assignments, end of class reflections, peer review workshops, etc.
- **Behavior:** While students must be present in class to receive participation points, students may also lose points for issues of non-participation. Such issues include, but are not limited to: disrupting class, distracting others, sleeping, refusing to participate in group discussion/activities, being disrespectful to the instructor or classmates. In excessive instances, a disruptive student will have to leave the class and may not be allowed to return. You are expected to be respectful to everyone in our classroom. Enrollment in a PEI class is a privilege – do your part to honor that privilege.
- **Academic Honesty Policy** JC has an academic honesty policy, which will be adhered to in this class.
Academic Honesty is defined as ethical behavior that includes student production of their own work and not representing others' work as their own, by cheating or by helping others to do so.
 - In essence, the policy requires that ***all work must be done by the student whose name it bears.***
 - **Failure:** Plagiarism, the submission of another’s writing, whether directly copied or paraphrased, may result in a failing grade and can be grounds for removal from class. *Cases of plagiarism are dealt with by the instructor on an individual basis; the instructor will make decisions regarding the student's ability to correct the problem. All cases of plagiarism are reported to the Office of the Academic Dean.*
- **Grading:** If a question arises regarding course grades, it is best to speak to the instructor as soon as possible. It is the responsibility of the student to keep track of graded assignments. A student’s current grade can be calculated by dividing the total number of points earned on assignments graded thus far in the class by the total number of points possible for those assignments (e.g. a student has received 36 points on assignments with the total possible points on these assignments being 45 points. $36/45 = .8$ or 80%).
- **Expectations of Students:**
 - Learner success relies on the ability to plan, prepare, study, and engage phases of the writing process, to apply global and local essay strategies, critical thinking skills, research strategies, and peer response skills.
 - Learners will create three required essays. Essays will be formatted in accordance with MLA guidelines and when sources are used, a Works Cited page is required. Specific page lengths are defined in essay assignments.
 - Learners will apply active reading strategies to assigned course materials and can expect to encounter at least twenty pages per week—these texts include the course text, instructor handouts, and library resources such as articles and chapters.
 - Learners should plan to spend at least nine [9] hours a week on the course: three (3) hours in class, and six hours (6) outside the classroom doing homework, including assigned readings, individualized writing, and library research.
 - Learners are expected to attend assigned conferences and instructor appointed meetings related to evaluation and grades.

Caveat: We follow the policies and guidelines stated in this syllabus explicitly. However, circumstances might arise in which changes could be necessary. In the event changes are made, they will be announced to the class.

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Tentative Course Schedule

Note: Schedule is subject to modifications as deemed necessary by instructor.
Reading assignments listed on schedule should be read **before** the class session.
Not all assignments (such as homework and in-class assignments are listed).

May 25	Class Introductions and Expectations Syllabus review Century of Modernism, 1311 In Class Writing
June 1	Booker T. Washington, 1342-1371 W.E.B. Du Bois, 1372-1398 James Weldon Johnson, 1398-1402
June 8	Edwin Arlington Robinson, 1432-1439 Ellen Glasgow, 1441-1454 Edith Wharton, 1454-1477 Essay 1 discussion
June 15	Peer Workshop – Bring legible copy Essay 1 draft to class Robert Frost, 1625-1639 Sherwood Anderson, 1640-1656 William Carlos Williams, 1750-1767
June 22	Essay 1 Final Draft Due F. Scott Fitzgerald, 1903-1919 Marianne Moore, 1944-1955 Ernest Hemingway, 1961-1967
June 29	Mid-Term (in class) MLK, 3071-3087 Malcolm X, 3088-3094
July 6	The Beat Movement, 2960 Allen Ginsberg, 2960-2973 Jack Kerouac, 2974-2984
July 13	Beat Movement Replication due Essay 2 discussion Thomas Pynchon, 3020-3032 Kurt Vonnegut, 3058-3064

July 20	<p>Peer Workshop – Bring legible copy of Essay 2 draft to class</p> <p>Joyce Carol Oates, 3120-3135 Denise Levertov, 3211-3216 Adrienne Rich, 3332-3341</p>
July 27	<p>Essay 2 Final Draft Due</p> <p>Jamaica Kincaid, 3705-3711 Carolyn Forché, 3723-3731 The 1990s: New World Disorder, 3758-3760 Li-Young Lee, 3760-3765</p>
August 3	<p>David Foster Wallace, 3914-3917 The Twenty-First Century: 9/11 and Beyond, 3947-3948 Jhumpa Lahiri, 3949-3961 Dave Eggers, 4080-4082 Final Exam Prep session</p>
August 10	<p>Final Exam (in class)</p> <p>Prison Literature, 3918-3919 Etheridge Knight, 3919-3924 Jimmy Santiago Baca, 3925-3929 Judee Norton, 3939-3946</p>