

## American Literature 1: 20th Century

ENG 256.PL1

Winter 2019

Number of Credits: 3

Days Class Meets: Tuesday

Meeting Times: 7:30 – 10:51am

Location: MFC

Instructor: Mr. Anderson

### Course Description

Click or tap here to enter text. 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(s)

Prerequisites: 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).

## 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 20<sup>th</sup> 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.

## Textbook

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

## Extras

-Pencil and notebook for in-class work, notes, and writing assignments.

## Grading Procedure

## Grading Scale

		<b>GPA</b>	<b>GRADE RANGE</b>
Essay 1	20	4.0	94-100%
Essay 2	25	3.5	88-93%
Homework/Other Assignments	15	3.0	82-87%
Participation/In-Class Work	20	2.5	76-81%
Mid-term Exam	10	2.0	70-75%
Final Exam	10	1.5	66-69%
		1.0	60-65%
<b>Total</b>	<b>100</b>	0.5	55-59%
		0.0	0-54%

## Failure

Students who miss more than three class sessions will not pass the course. (See Attendance and HQV policy.) In severe instances, a student may fail the course as a result of violating Jackson College's Academic Honesty Policy, which is detailed in this syllabus.

## Academic Honesty Policy

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.

**Plagiarism is defined as the failure to give credit for the use of material from outside sources. Plagiarism includes but is not limited to:**

- Submitting other's work as your own
- Using data, illustrations, pictures, quotations, or paraphrases from other sources without adequate documentation
- Reusing significant, identical or nearly identical portions of one's own prior work without acknowledging that one is doing so or without citing this original work (self-plagiarism)

**Cheating is defined as obtaining answers/material from an outside source without authorization. Cheating includes, but is not limited to:**

- Plagiarizing in any form
- Using notes/books/electronic material without authorization
- Copying
- Submitting others' work as your own or submitting your work for others
- Altering graded work
- Falsifying data
- Exhibiting other behaviors generally considered unethical
- Allowing your work to be submitted by others

## Course Management

**Withdraw:** After the add/drop period, a student may withdraw from a course in accordance with the dates published in e-services.

**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.

## Makeup Policy

Homework and essays can be turned in one class period late for half credit. Peer review workshops and in-class assignments/participation activities cannot be made up. **Exams and anything due the last day of class will not be accepted late.**

## 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 and peer review workshops.

## 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.

## 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.

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## 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).

<p><u>Week 1</u> Jan 15</p>	<p>Class Introductions and Expectations                  Syllabus review                  Century of Modernism, 1311                  In Class Writing</p>
<p><u>Week 2</u> Jan 22</p>	<p>Booker T. Washington, 1342-1371                  W.E.B. Du Bois, 1372-1398                  James Weldon Johnson, 1398-1402</p>
<p><u>Week 3</u> Jan 29</p>	<p>Edwin Arlington Robinson, 1432-1439                  Ellen Glasgow, 1441-1454                  Edith Wharton, 1454-1477                  Essay 1 discussion</p>
<p><u>Week 4</u> Feb 5</p>	<p>Robert Frost, 1625-1639                  Sherwood Anderson, 1640-1656                  William Carlos Williams, 1750-1767</p>
<p><u>Week 5</u> Feb 12</p>	<p>F. Scott Fitzgerald, 1903-1919                  Marianne Moore, 1944-1955                  Ernest Hemingway, 1961-1967                  Peer Workshop – <b>Bring legible copy Essay 1 draft to class</b></p>
<p><u>Week 6</u> Feb 19</p>	<p><b>Essay 1 Final Draft Due</b>                  MLK, 3071-3087                  Malcolm X, 3088-3094</p>
<p><u>Week 7</u> Feb 26</p>	<p><b>Mid-Term</b> (in class)</p>

<u>Week 8</u> March 5	The Beat Movement, 2960 Allen Ginsberg, 2960-2973 Jack Kerouac, 2974-2984
<u>Week 9</u> March 12	<u>Mid-Semester Break – NO CLASS</u>
<u>Week 10</u> March 19	Beat Movement Replication due Essay 2 discussion Thomas Pynchon, 3020-3032 Kurt Vonnegut, 3058-3064
<u>Week 11</u> March 26	Peer Workshop – <b>Bring legible copy of Essay 2 draft to class</b> Joyce Carol Oates, 3120-3135 Denise Levertov, 3211-3216 Adrienne Rich, 3332-3341
<u>Week 12</u> April 2	<b>Essay 2 Final Draft Due</b> Jamaica Kincaid, 3705-3711 Carolyn Forché, 3723-3731 The 1990s: New World Disorder, 3758-3760 Li-Young Lee, 3760-3765
<u>Week 13</u> April 9	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
<u>Week 14</u> April 16	<b>Final Exam (in class)</b> Prison Literature, 3918-3919 Etheridge Knight, 3919-3924 Jimmy Santiago Baca, 3925-3929 Judee Norton, 3939-3946

## Important Dates: Winter 2019

DATE	EVENT
JAN. 14, 2019	DAY AND EVENING CLASSES BEGIN
JAN. 14 – MAY 5, 2019	SEMESTER DATES
FEB. 1, 2019	IN-SERVICE DAY. NO CLASSES
MAR. 11-17, 2019	MID-SEMESTER BREAK. NO CLASSES
MAY 5, 2019	END OF WINTER SEMESTER
MAY 7, 2019	GRADES DUE

## Student Responsibilities

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.

## Attendance Policy

In compliance with Federal Title IV funding requirements, as well as college initiatives, reporting of student participation in classes will occur at three designated times each semester. Instructors will assign one of three non-transcribed letter symbols to each student during each reporting period (see below). Students identified as no longer participating will be dropped or administratively withdrawn from the class, and students identified as needing academic assistance will be contacted.

## Participation/Progress Symbols

- H – The student is not doing acceptable work and needs **H**elp to be successful.
- Q – The student has not participated and the instructor believes they have unofficially withdrawn (**Q**uit). These students will be dropped/withdrawn from the class.
- V – The instructor **V**erifies that the student is participating and doing acceptable work.

## Help

Instructor Support: When time allows, I will be available at the end of class to meet with students. While I will typically address and take questions from students during class, any concerns or questions about individual student writing should be asked at the end of class (or, if time allows, before the start of class).

## Caveat

Please be advised that this syllabus (including the class schedule that follows) may be subject to change. In the event changes are made, they will be announced to the class.