



20th Century American Literature

ENG 256.I60

Winter 2021

Number of Credits: 3

Instructional Venue: Online

Instructor: Dale B. Wood, MFA

English Department Phone: (517) 796-8582

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Online Office Hours: Mondays & Wednesdays, 17:00-18:00, or by appointment. Email me and I will send you a zoom link.

Course Description:

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):

ENG 131

Course Goals:

This course will help you develop active reading and study skills, in addition to skills in literary analysis (the ability to research, analyze, and write critically about a text).

The course goals and objectives incorporate a specific General Education Outcomes (GEO) established by the JCC Board of Trustees, administration, and faculty. These goals are in concert with four-year colleges, universities, and reflect input from the professional communities we serve. Jackson College's GEOs guarantee students achieve goals necessary for graduation credit, transferability, and professional skills needed in many certification programs. The GEOs and course learning objectives addressed in this class include the following:

The GEO measured for this class is GEO 6 - Understand aesthetic experience and artistic creativity.

Course Objectives:

- To broaden the students' knowledge of the authors, genres and themes of the period
- To familiarize students with authors, literary techniques, and themes, and whenever possible, relate these to contemporary life and literature
- To improve students' reading skills: especially in reading fiction, poetry and drama.
- To introduce students to writers of diverse, multi-cultural backgrounds.
- To help students understand the role and function of the literature of the period.
- To improve students' writing skills
- To increase appreciation of America's part in the development of world literature
- To develop students' critical thinking skills

Textbook (chose appropriate options below)

- Heath Anthology of American Literature, 7th Edition, Volumes D & E

ISBN: 9781133310259 (volume D)

ISBN: 9781133310266 (volume E)

Text Book Zero. This text is available in a digital format. Please see the links posted on our class Jet Net site. This text is available to rent or purchase in digital format through the JC Bookstore.

Follett Access

- Please [review the cost of your required materials](#) to determine the best option for you to purchase your materials.
- For more information on the Follett ACCESS Program, you can view the [view the frequently asked questions](#).

If after reviewing the costs, you choose to opt out, you may do so here: www.jccmi.edu/optout. Please note your opt out selection is for your entire semester schedule. You cannot opt out and opt in to individual courses. And you must opt out by the due date for your first class.

Class Starts On:	Opt Out Date:
March 15, 2021	March 18, 2021

If you have questions about materials, please contact the Jackson College Follett bookstore at jackson@bkstr.com. For account billing questions, please contact the Jackson College Cashier at jccashier@jccmi.edu.

Extras:

As this is an online class, your success depends, in part, on your having reliable internet access and proper technology. You will need to use a personal computer—relying solely on your phone for access to the course will put you at a significant disadvantage. I also feel like I must point out, and this is from personal experience, that it is, invariably, a bad idea to try to write an essay on your phone.

Grading Procedures:

50% Weekly Response Papers (due at the end of each week, on Sundays at 11:59 pm)

20% Essay Exams (we will discuss these in class)

10% Analytical Essay (due Weds, April 28 at 11:59 pm)

20% Classwork (your active participation in all weekly class discussions, short quizzes, preparation work, and other assignments given throughout the course)

Grading Scale

GPA	GRADE RANGE
4.0	94-100%
3.5	89-93%
3.0	84-88%
2.5	78-83%
2.0	72-77%
1.5	66-71%
1.0	60-65%
0.5	55-59%
0.0	0-54%

Weekly Discussion Grades: As this course is fully online and asynchronous, your active participation in course discussions is necessary, and your participation in course discussions is a graded component of this course. Each week, you should expect a discussion question about each reading assignment or author's work. Your participation in all weekly discussions is expected. Unless otherwise stated, discussion weeks go from Monday through Sunday... weekly discussion questions for the week will normally be

posted by Monday morning. To be eligible for full credit in each discussion, you need to make at least two substantive posts over at least two days in the discussion week. (During the first week of the course, one of the discussion topics will be “what makes a post substantive?” so we can discuss this at length in that forum.) In each discussion, one post should be your response to the discussion question (which usually draws from readings in your text, or readings related to the week’s topics) and then your need to make at least one follow-up post on comments to posts made by your classmates. It is also expected that you will be active in the discussions throughout the week, which is why you can only get credit for one post made on any single day in the course week. Please be respectful. Posts that contain inappropriate language or inappropriate or abusive content will not be eligible for credit, and may be referred to Jackson College administration for appropriate consequences. Posts must be proofread for correct spelling, capitalization, punctuation, and grammatical sentences. Please note, that posts in the Weekly Questions thread, while encouraged, do not count towards your weekly discussion grade.

Failure:

Failure to complete and submit either of the exams, or the analytical essay, will result in your being assigned a failing grade for this course. Any violations of the Academic Honesty Policy may result in your being assigned a failing grade for this course.

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

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

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

Accessibility:

Jackson College understands that cultivating a broadly diverse community is crucial to our educational mission and to our foundational commitment to leadership and service. Jackson College is fully committed to ensuring our courses are accessible to everyone including those with disabilities. We are currently working to increase accessibility and usability of our course materials in order to meet or exceed the requirements of Section 508 of the Rehabilitation Act of 1973, the Americans with Disabilities Act of 1991 and Web Content Accessibility Guidelines (WCAG) 2.0. For more information about Jackson College's efforts to ensure accessibility please visit the [Jackson College accessibility web page](#).

If you have an accessibility need in any of our classes please e-mail the Center for Student Success at JCCSS@jccmi.edu or visit the [Center for Student Success web page](#).

At the Center for Student Success (CSS), we are committed to providing all students the opportunity to achieve academic success by providing a variety of support services free of charge to Jackson College students. This includes, but is not limited to, peer and faculty tutoring, mental health referral, temporary assistance with transportation, various workshops/seminars, and the TRIO program.

In addition, the CSS staff is committed to adapting the College's general services to meet the individual needs of otherwise qualified students with disabilities, for the purpose of providing equal access to all programs and facilities.

Course Management:

Please note that the census date for this course is March 19, 2021, which is also the deadline for withdrawing from the course without penalty. The last day to withdraw from this course is April 26, 2021. If you have any questions regarding this, please refer to the academic calendar for Jackson College.

Late Work and Makeup Policy:

My general policy regarding late work is that I don't accept it. In the event that you have truly extenuating circumstances that are beyond your control, I may be willing to work with you, but you will need to contact me about these extenuating circumstances, preferably in advance of their interfering with your coursework. In the event that I agree to extensions, I reserve the right to ask for written documentation of the extenuated circumstances, and your ability to complete work on an extension will be dependent on your submitting appropriate written documentation to me in a timely manner. In the event that I agree to accept a late assignment from you, it will be subject to late work penalties of 10% per day late, and any work submitted more than five days after the due date will only be eligible for half credit.

Includes withdrawal, and audit and incomplete grading procedures.

Help:

I recommend that students avail themselves of the services of the Writing Center, which is a service offered by the Center for Student Success. Appointments with Writing Center consultants are available. Please call them at 517-796-8415 or visit their website at <https://www.jccmi.edu/center-for-student-success/writing-center/> for additional information.

Academic Advising:

It is important to contact a Center for Student Success professional prior to the start of the semester in order to receive accommodations in a timely manner. While we will make every effort to coordinate accommodations in a timely manner, failure to self-identify prior to the start of the semester may delay notification to instructors and timeliness of acquiring accommodations. Accommodations do not automatically carry over to the next semester. Please e-mail JCCSS@jccmi.edu or visit the [Accommodations for Students with Disabilities](#) web page

Attendance- Participation Policy:

For online sections

Just as in a traditional classroom course, regular class participation and keeping up on the reading and assignments is strongly correlated with survival in college. It is my recommendation that you plan to do your assignments and take your exams BEFORE the last day they are due. If problems occur, there is time to fix them before the deadline.

In compliance with Federal Title IV funding requirements, as well as college initiatives, I will be monitoring student participation on a regular basis and officially reporting student activity throughout the term to assure compliance with college policy and federal regulations. It is imperative that you log in to the course and actively participate within the first couple of days of the term to validate your enrollment in the course. After that, not actively participating in class may result in you being withdrawn from the course. Being withdrawn from a course can have an impact on financial aid, billing, athletic eligibility, and housing status. As a college student you are responsible for how your participation impacts your academic progress; the accountability lies with you.

Caveat:

All due dates and assignments are subject to revision as necessary. In the event that I need to make any significant changes, I will make every effort to provide as much advanced notice as possible.

Tentative Course Calendar:

**Please be aware that the following schedule of readings and due dates are subject to revision, as necessary, at the discretion of the instructor.*

WEEK:	DATES:	TOPICS:	ASSIGNMENTS:
1	March 15-21	Modernism, The Modern Man	<p>READINGS: (Overview) The Modern Period, pp. 1311-1340</p> <p>Robert Frost- pp.1625-1639 <i>The Pasture; Mending Wall; After Apple-Picking; The Wood-Pile; The Road Not Taken; An Old Man's Winter Night; The Oven Bird; Out, Out--; The Line-Gang; The Ax-Helve; Stopping by the Woods on a Snowy Evening; Desert Places; Once by the Pacific; Design; Provide, Provide; Directive</i></p> <p>T.S. Eliot- <i>The Lovesong of J. Alfred Prufrock</i>, pp. 1868-1874</p> <p>Response Paper #1 due Sunday at 11:59 p.m.</p>
2	March 22-28	Modernism, Women	<p>READINGS: Edna St. Vincent Millay- pp. 1656-1668 <i>First fig, Spring; The Spring and Fall; [Euclid alone has looked on beauty bare]; Dirge Without Music; [Love is not all: it is not meat or drink]; The Return; [Here lies, to mourn him, none but the sea]; [His stalk the dark delphinium]; Sonnets xli, xcvi; Justice Denied in Massachusetts</i></p> <p>Katherine Anne Porter- <i>The Jilting of Granny Weatherall</i> (online, see course for link)</p> <p>Response Paper #2 due Sunday at 11:59 p.m.</p>
3	March 29-April 4	The Harlem Renaissance	<p>READINGS: Langston Hughes- pp. 2082-2091 Poetry: <i>The Negro Speaks of Rivers; Drum; The Same; Negro; Bad Luck Card; I, Too; Dream Variations; Harlem; Freedom Train</i> Short Story: <i>Big Meeting</i>, pp. 2091-2099 Essay: <i>When the Negro was in Vogue</i>, pp. 2103-2109</p> <p>Zora Neale Hurston: <i>The Gilded Six Bits</i> pp. 2141-2142, 2151-2160</p> <p>Richard Wright: <i>The Man Who was Almost a Man</i> (online, see course for link)</p> <p>Response Paper #3 due Sunday at 11:59 p.m.</p>
4	April 5-11		<p>READINGS: Ernest Hemingway- <i>Hills Like White Elephants</i> pp. 1961-1967, <i>The Snows of Kilimanjaro</i> (online, see course for link) William Faulkner- <i>A Rose for Emily</i> (online, see course for link)</p> <p>Modernism Exam, due Friday at 11:59 p.m. Response Paper #4 due Sunday at 11:59 p.m.</p>
5	April 12-18	Postmodernism, The New Journalism	<p>READINGS: Sylvia Plath- pp. 3051-3057 Poetry: <i>For a Fatherless Son; Daddy; Lady Lazarus</i></p>

			Essays: Joan Didion- <i>On Self Respect</i> (online, see course for link) Hunter S. Thompson- <i>The Kentucky Derby is Decadent and Depraved</i> (online, see course for link) Response Paper #5 due Sunday at 11:59 p.m.
6	April 19-25	Late 20 th Century- New Voices	READINGS: Maxine Hong Kingston- pp. 3347-3357 Short Story: <i>No Name Woman</i> Jamaica Kincaid- pp. 3705-3711 Essay: from <i>A Small Place</i> Li-Young Lee- pp. 3760-3765 Poems: <i>I Ask My Mother to Sing; My Father, in Heaven, Is Reading Out Loud; With Ruins; This Room and Everything in It.</i> Response Paper #6 due Sunday at 11:59 p.m.
7	April 26-May 1		READINGS: Edwidge Danticat- pp. 3844-3849 New York Day Women Sandra Cisneros- pp. 3909-3913 <i>Mericans; Tepeyac</i> Analytical Essay due Wednesday at 11:59 p.m. Final exam due Friday at 11:59 p.m.

Important Dates:

DATE	EVENT
FRI, APRIL 9, 2021	EXAM ON MODERNIST PERIOD DUE AT 11:59 PM
WEDS, APRIL 28, 2021	ANALYTICAL ESSAY DUE AT 11:59 PM
FRI, APRIL 30, 2021	FINAL EXAM DUE AT 11:59 P.M.

WEEKLY RESPONSE PAPERS

(Due at the end of each week on Sundays at 11:59 p.m.)

REQUIREMENTS:

Length:500-750 words
MLA manuscript formatting with in-text citations
MLA Works Cited page
Thorough proofreading and editing

Select one of the texts or authors that we studied during the week, and write a 2-3 page response paper that looks at something explored by the literature. I will post ideas each week, if you need a place to start. Your response papers should provide a detailed response to some aspect of the text, and should include cited examples (quotes) from the text. Possible subjects can include any of the literary terms on the literary term list, or some element of the plot, setting, theme or related time period or literary movement.

THE ANALYTICAL ESSAY

(Due: Weds, April 28, 2021 at 11:59 p.m.)

REQUIREMENTS:

Length: 750-1,000 words

Arguable, Interpretive Thesis Statement

Cites at least 3 sources (the literary work, and at least two critical sources)

MLA manuscript formatting with signal phrasing and in-text documentation

MLA Works Cited Page

Thorough proofreading and editing

ASSIGNMENT OVERVIEW:

Your task is to select a work of 20th century American literature—the only caveat is that it needs to be something we aren't studying as part of the course. This is an opportunity for you to study and work with a text of your own choosing, on your own. The first place I would suggest you look is your textbook. We have a short class, and your textbook contains some of the best American literature written during the 20th century. Anything in the textbook is fair game, but you're also free to go beyond that. If the work of one of the authors we've studied resonated with you and you'd like to explore this author's work further, you can select another text by that author, just so long as the text you're analyzing wasn't one of the reading assignments for the course.

An analytical essay attempts to understand literature—to understand its messages, interpret its meanings and appreciate its writer's techniques. When you write an analytical essay, you are showing your readers that your interpretation is one way the text can be read and understood. It is not necessarily the only way the work of literature could be understood, but your task is to argue that your interpretation of the literature is one valid interpretation.

Your essay should contain the following:

- **An Arguable Thesis Statement:** *Literary analysis is a form of argument, you are arguing that your analysis of a literary work is valid. Summary is not the same thing as analysis, because a summary is not arguable. Your thesis statement should appear in your first paragraph, and should succinctly state, in one or two sentences, what interpretation of the literature you are asserting to be valid.*
- **Careful attention to the language, themes and patterns of the text:** *It is important that you look carefully at the language of the text you are analyzing, because the language of the text is the foundation of its meaning. Focus on specific words, images and metaphors the author uses, for this is where analysis begins. Then focus on themes and patterns the author uses to convey his or her meaning.*
- **A clear interpretation:** *Your essay should demonstrate the credibility of its thesis by using evidence from the text you are analyzing, in the form of direct quotations, which should be cited. You can also incorporate outside contextual evidence to explain how the language and patterns you focused on support your particular interpretation of the text.*

Research: *Your essay needs to cite a minimum of three sources. The first source you will cite is the work of literature that you are analyzing. You will need to cite it on your Works Cited page, in addition to citing it in-text. You will need to provide examples from the literature, in the form of direct quotes, to demonstrate your points and back up your assertions. Your also essay needs to cite at least two scholarly secondary sources, presumably published literary criticism (meaning something written by a literary critic—you can find critical sources on the library's research databases such as Literary Reference Center, Poetry & Short Story Reference Center, JStor, and CredoReference) to help you develop your arguments and analysis. You will need to cite your sources in MLA format, and provide a Works Cited page where you list the sources you incorporated into your essay.*