

**ENG 3320-01: American Literature,
1890 to Present**
Fall 2019, MWF 1:25-2:20 p.m.
401 Millet Hall



Professor: Dr. Hope Jennings
Office Hours: Mon/Wed 12:00-1:00
or By Appointment
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COURSE DESCRIPTION & OUTCOMES

For this course, we'll be reading, exploring, and studying representative works of American writers from 1890 to the 21st century. We will consider the cultural contexts that inform the literature we are studying as well the literature's influence on its own culture and how it might speak to our times. This is a **reading-intensive course** and covers an extensive range of genres: essays, poetry, drama, short fiction, and one novel. **Pre-requisite:** ENG 1100. Once you have completed this course, you will be able to:

- Identify and explain how aspects of American identity intersect with other cultural and literary concerns;
- Understand how cultural, technological, and political conditions provoked and impacted what people wrote and how they read;
- Understand how an author's use of characterization, setting, point of view, imagery, and other literary elements convey meaning in written texts;
- Read thoughtfully and thoroughly, and express your interpretations about literary texts both orally and through writing.

C-or-Better Grade Policy for Integrated Language Arts: Adolescent/Young Adult (ILA-AYA) and Middle Childhood Education (MCE) Majors

Students planning to apply for admission to WSU's licensure program must earn a grade of C or better in each content course or re-take the class until a grade of at least a C has been earned. This is a requirement for the licensure program.

REQUIRED TEXTS

- Berke, Amy, et al. *Writing the Nation: A Concise introduction to American Literature, 1865 to Present*. University of North Georgia. (Adapted/Revised for this course and available in Pilot)
- Morrison, Toni. *Paradise*. Vintage, 2014. **ISBN-13:** 9780804169882
- Nabokov, Vladimir. *Lolita*. Vintage, 1989. **ISBN-13:** 9780679723165
- Whitehead, Colson. *The Underground Railroad*. Anchor, 2016. **ISBN:** 9780345804327
- Williams, Tennessee. *A Streetcar Named Desire*. New Directions, 2004.

COURSE EVALUATION: Grades are based on the following points (1,000 total)

Website Blogs (5 x 50 pts. each)	250
Peer Responses (10)	100
Media Webpage	250
Mapping Webpage	250
Participation and Attendance	150

Grading Scale:	
90-100%	A
80-89%	B
70-79%	C
60-69%	D
0-59%	F

Website Blogs (25%): Throughout the semester, students will create a personalized website exploring assigned readings. The content for the first part of your website will consist of 5 reflective blog posts. By Friday of Week 3 (9/13), you will need to set up your website with a public URL, a clearly designed homepage, and your first blog post. Each post is worth 50 points, must be a minimum of 300-500 words, and should be focused on the assigned reading(s), as designated in the class calendar. Keep in mind, as well, that blogs are a form of public writing, so you will want to ensure your writing is as clear and free of errors/typos as possible; in other words, blogs need to meet the general evaluation criteria for academic writing (see below). Blogs must be posted on your website **and** submitted to the dropbox folder in Pilot by the Friday deadline (see class calendar)—this is to ensure students are meeting academic standards of integrity; any blogs that are posted on your website but not in Pilot will remain ungraded until a copy is submitted to Pilot. Late submissions will receive deductions in points and I will not grade any blog posts submitted more than two days late (after 48 hrs). Detailed guidelines and rubrics for the blogs and additional webpages (see below) are available on the course website: <http://www.hopejennings.com/fall-2019.html>.

Peer Responses (10%): Students will engage with peers online by reading and providing comments on each other's blog posts. You are required to provide a minimum of ten (10) peer responses, two for each weekly set of blogs. Peer responses should be about 3-4 sentences providing substantive feedback or engagement with each other's ideas. At least five of the required peer responses must be provided to a different student (in other words, you may not always respond to just one or two people in the class). Peer responses may be submitted to each other's websites any time after the blogs have been posted but are due by Sunday of the same weekend. You are more than welcome to provide comments on each other's blogs beyond the required minimum, and for each additional peer response that is meaningful and substantive you will earn five points extra credit (same for responding to comments on your own post). You **may not** earn these extra credit points by writing a bunch of comments at the end of the semester as a last-ditch effort to boost your grade. Blog writing is intended to be interactive writing, and so extra credit points for additional comments will only be earned if posted within the week each blog set is posted. Peer responses are assessed according to the grading criteria of full credit, partial credit, no credit, with the final grade being the average of points earned. You can access each other's websites here: <http://www.hopejennings.com/student-websites.html>.

Media Webpage (25%) and Mapping Webpage (25%): For the media webpage, you should research and select the following items produced within the ten years that *Lolita* was written and eventually published in the U.S. (1948-1958): 3 audio media, 3 visual media, and 3 news media related to American politics/culture. Using these materials, you will design a kind of digital almanac or diary for that decade (or even a single year) by identifying and describing how each item relates to passages or themes from *Lolita*. For the mapping webpage, you will focus on *Paradise* or *The Underground Railroad* through place-based research by visually representing and describing characters' relationships and/or interactions with significant historical or fictional landmarks, locations, and settings described in the novel. Ideally, your research for these pages will coherently place the literary texts in their cultural, historical, and geographical contexts. See Website Project Guidelines and Rubrics for further directions.

Participation & Attendance (15%): Students are expected to attend class fully prepared to contribute to discussion, which includes completing all reading assigned for that day, bringing the assigned readings with you to class, and being able to respond to questions and engage respectfully with peers. If you meet all of these expectations then you will receive full credit (FC); if you arrive late or leave early, leave class multiple times and/or for extended periods, or are clearly unprepared or unwilling to participate, you will receive partial credit (PC); if you are absent or engage in any disruptive behaviors (see general conduct rules below), you will receive no credit (NC). Absences are factored into your final participation grade, which is based on the average of full credit, partial credit, and no credit points that you've earned. You can keep track of your participation through the Attendance register in Pilot; although this does not provide the average, you may ask me for this at any time in the semester after Week 8.

ATTENDANCE POLICY: Attending higher education is voluntary, and so it is your choice whether you show up for class and participate. If you use the time of the class meeting to do something else, that is your decision. Missing class is not an excuse for missing assignments or submitting things late. If you miss class, you should refer to the syllabus, class calendar, and/or a classmate for information about what was covered on that day. Do not expect me to do this work for you. **NB:** *Missing more than 6 classes, including partially missed classes, will lead to at least a full letter grade deduction (100 points) from your overall final grade for the course.*

ACADEMIC HONESTY GUIDELINES & POLICY

Penalties for academic dishonesty and student procedure in academic dishonesty prosecution are clarified in the *Wright State University Student Handbook* and on the Office of Community Standards & Student Conduct website at: <http://www.wright.edu/students/judicial/integrity.html>. Plagiarism is using other people's ideas and/or words without crediting them and is considered intellectual theft; paraphrasing also requires citations and page numbers. For further information about plagiarism, refer to: <http://www.wright.edu/academics/writingctr/resources/plagiarism.html>. **INSTRUCTOR POLICY ON PLAGIARISM:** **If any portion of submitted work is plagiarized, you will receive a "0" on that assignment; if you commit a second offense, regardless of circumstances, you will receive an F for the entire course and may be subject to disciplinary action.**

GENERAL EVALUATION CRITERIA FOR ALL WRITTEN WORK

- A = Demonstrates advanced critical thinking skills and outstanding knowledge of the readings and other course content. Ideas are original and depth of analysis is excellent. Writing is clear, concise, free of basic errors, easy to follow **and** shows excellent command of language and disciplinary style.
- B = Demonstrates solid critical thinking skills and familiarity with readings and other course content; provides interesting illustrations and examples. Writing is coherent, concise, easy to follow, and **nearly** free of basic errors.
- C = Demonstrates basic understanding of the readings and other course content and can provide a good summary of material but only provides superficial analysis and support for issues raised. Writing is coherent and easy to follow but wordy, repetitious and/or marred by numerous errors.
- D = Demonstrates minimal understanding of readings and course content; ideas are vague or not supported by any analysis and shows overall lack of effort. Writing lacks general coherence and shows little to no command of the English language.
- F = Demonstrates serious lack of understanding of readings and other course content; serious lack of analysis and/or effort. Writing is incoherent and impossible to follow

GENERAL CONDUCT & COURSE POLICIES

NB: Failure to follow these guidelines may lead to dismissal from the class.

- You are expected to compose yourself as if in a professional environment. This includes attending class regularly and on time, being prepared for each class session, and contributing to course requirements as if you were in a workplace. Unprofessional behavior will imperil your ability to get a good grade, but also your ability to receive a letter of recommendation from me should the need arise. I request that you address me as Dr. Jennings and not by first name. For some of the contexts and reasons behind this general preference and standard of professional etiquette, I recommend reading this [New York Times essay](#).
- Electronic devices such as laptops and tablets may only be used for taking notes and/or referring to assigned readings. Cell phones must be on silent and recordings of class discussions are not permitted.
- Respect toward peers and the instructor includes active listening and refraining from bigotry and intolerance toward others. Although your individual opinions about the texts and issues explored in this class are encouraged, you must be able to present your interpretations or stance through an informed lens, using critical thinking and/or verifiable evidence beyond personal beliefs or anecdotal experiences (such as reference to textual examples, reliable secondary sources, or socio-cultural, historical, and political contexts).
- You are expected to follow the class calendar and assignment guidelines. If you are confused about any of these it is your responsibility to ask for clarification, and NOT the night before something is due. I do not accept late submissions and any missing assignment will receive a zero. All submission deadlines are posted in the class calendar below as well as in Pilot.
- Extensions are granted ONLY in cases of extreme illness or emergency, which must be documented and, if possible, communicated to me *before* the due date. Regardless of circumstances, I reserve the right to deny any requests for extensions and will only grant incompletes to students who have consistently attended class and are missing no more than 1-2 assignments (excluding exams). I do not offer individual extra credit opportunities; extra credit assignments are rarely provided and only as an option available to the entire class.
- Raider Mail is the best way to communicate with me. You can expect to receive a reply within a 24-hour period on weekdays; I normally do not respond to e-mail on weekends. Check the newsfeed on the course homepage in Pilot for any class updates or info. If I make changes to the syllabus or class calendar, I explain these in class and post them in Pilot.

USEFUL CAMPUS & ONLINE RESOURCES

University Libraries: The University Libraries are the scholarly information center for the University. In support of the University's mission of educational excellence, the Libraries collect, organize, preserve, and facilitate access to scholarly resources in all formats; support teaching, learning, and research in an intellectually open environment; and provide instruction in the use of traditional and new information resources and technologies. The libraries' online catalog, databases, and interlibrary loan service is essential for conducting research. Web page: <https://www.libraries.wright.edu/>

CATS: Faculty are not experts in trouble shooting Pilot. The quickest way to resolve technical issues is by contacting the HELP Desk: 937-775-4827 or 1-888-775-4827.

The Student Technology Assistance Center (STAC): Located in the Paul Laurence Dunbar Library, the STAC provides Wright State students with the tools to make productive use of multimedia. In a unique peer-to-peer learning environment, knowledgeable mentors are available to assist students with their projects several hours each week. At other times, the STAC is open and available as a DIY space with access to the latest software applications. The library also has technology to borrow for your multimedia projects and students can schedule appointments with STAC staff for individual help on projects. <https://libraries.wright.edu/stac/>

New Media Incubator (Inc): The Inc is an innovative and welcoming space where students get hands-on training with professional production equipment and processes. The editing suites are equipped with industry standard technologies where students learn to create long and short form marketing spots, documentaries, podcasts, news segments, cultural programs, and other projects. Web page: <https://liberal-arts.wright.edu/about/new-media-incubator>

Disability Services: If you require course accommodations due to a disability, please inform me so we can make arrangements early in the quarter. For more information about support services offered by Disability Services (E186 Student Union), call 775-5680; TTY: 775-5844. Or visit their Web page: http://www.wright.edu/students/dis_services/

Counseling and Wellness Services: If you are suffering from depression or have any other mental health concerns, please be aware that counseling services are available on campus. Counseling and Wellness offers a wide range of services to the Wright State University community, including the following: group, individual, couples, and family counseling, crisis intervention, and outreach. They offer specialized services on a variety of mental health, multicultural, diversity, and wellness issues. Location: the bottom level of the Student Union off the Atrium and below the Admissions Office in suite 053. Hours: 8:30 a.m. to 5:00 p.m., Monday through Friday. Call 775-3407 or stop by to set an appointment. Web page: <http://www.wright-counseling.com/>

ENG 3320 Class Calendar

NB: This schedule is subject to changes. Weeks 3-10, Friday classes are dedicated to working on websites.

WEEK	DATE	Class Topics, Assigned Readings, and Assignment Due Dates
ONE	8/26	Intro to the Course: American Literature, Modernism and Postmodernism
		UNIT ONE: Modernist Poetry and Harlem Renaissance
	8/28	Marianne Moore, "Poetry" and Wallace Stevens, "Of Modern Poetry"
	8/30	Ezra Pound, <i>Hugh Selwyn Mauberley</i> ; H.D., "Oread" and "The Garden"
TWO	9/2	NO CLASS: Labor Day Holiday
	9/4	William Carlos Williams, "The Red Wheelbarrow" and "This is Just to Say" e. e. cummings, "in Just-" and "my sweet old etcetera"
	9/6	Edna St. Vincent Millay, "First Fig" and "I, being born a woman and distressed" Mina Loy, "Virgins plus Curtains minus Dots"
THREE	9/9	T.S. Eliot, <i>The Waste Land</i>
	9/11	T.S. Eliot, <i>The Waste Land</i>
	9/13	Blog 1 Due: Modernist Poetry
	9/15	Peer Responses Due (1 & 2)
FOUR	9/16	Langston Hughes, "The Negro Speaks of Rivers"; Countee Cullen, "Heritage"; Margaret Walker, "For My People"
	9/18	Jean Toomer, "Portrait in Georgia"; Claude McKay, "The Harlem Dancer" Angelina Weld Grimké, "The Black Finger" and "Tenebris"
	9/20	Blog 2 Due: Harlem Renaissance
	9/22	Peer Responses Due (3 & 4)
		UNIT TWO: Postwar Poetry and Drama
FIVE	9/23	Tennessee Williams, <i>A Streetcar Named Desire</i>
	9/25	Tennessee Williams, <i>A Streetcar Named Desire</i>
	9/27	Blog 3 Due: A Streetcar Named Desire
	9/29	Peer Responses Due (5 & 6)
SIX	9/30	Theodore Roethke, "My Papa's Waltz"; Sylvia Plath, "Lady Lazarus"; Anne Sexton, "Sylvia's Death"
	10/2	Denise Levertov, "Life at War"; Maxine Kumin, "Woodchucks"; W.S. Merwin, "For a Coming Extinction"
	10/4	Blog 4 Due: Confessional/Protest Poetry
	10/6	Peer Responses Due (7 & 8)
SEVEN	10/7	Audre Lorde, "Who Said It was Simple" & "A Litany for Survival" Judy Grahn, "I Have Come to Claim Marilyn Monroe's Body"
	10/9	Adrienne Rich, "Diving into the Wreck"; Louise Glück, "Circe's Torment" and "Siren"
	10/11	Blog 5 Due: Feminist Poetry
	10/13	Peer Responses Due (9 & 10)
		UNIT THREE: Language and Desire in Postmodern Fiction
EIGHT	10/14	Vladimir Nabokov, <i>Lolita</i> , Foreword and Part 1, Chap. 1-11 (pp. 3-55)
	10/16	Vladimir Nabokov, <i>Lolita</i> , Part 1, Chap. 12-23 (pp. 55-103)
	10/18	Media Webpage, Lolita: 3 audio media

NINE	10/21	Vladimir Nabokov, <i>Lolita</i> , Part 1, Chap. 24-33 (pp. 103-142)
	10/23	Vladimir Nabokov, <i>Lolita</i> , Part 2, Chap. 1-12 (pp. 145-199)
	10/25	Media Webpage, <i>Lolita</i>: 3 visual media
TEN	10/28	Vladimir Nabokov, <i>Lolita</i> , Part 2, Chap. 13-25 (pp. 200-258)
	10/30	Vladimir Nabokov, <i>Lolita</i> , Part 2, Chap. 14-27 (pp. 258-309)
	11/1	Media Webpage, <i>Lolita</i>: 3 news media
		Race, Gender, and Nation in Contemporary African American Literature
ELEVEN	11/4	Toni Morrison, <i>Paradise</i> , “Ruby” and “Mavis” (pp. 3-49)
	11/6	Toni Morrison, <i>Paradise</i> , “Grace” and “Seneca” (pp. 53-138)
	11/8	Toni Morrison, <i>Paradise</i> , “Divine” and “Patricia” (pp. 141-217)
TWELVE	11/11	NO CLASS: Veteran’s Day Holiday
	11/13	Toni Morrison, <i>Paradise</i> , “Consolata” (pp. 221-266)
	11/15	Toni Morrison, <i>Paradise</i> , “Lone” and “Save-Marie” (pp. 269-318)
THIRTEEN	11/18	Colson Whitehead, <i>The Underground Railroad</i> , Chap. 1-2 (up to p. 71)
	11/20	Colson Whitehead, <i>The Underground Railroad</i> , Chap. 2-4 (pp. 75-142)
	11/22	Colson Whitehead, <i>The Underground Railroad</i> , Chap. 5-8 (pp. 144-232)
FOURTEEN	11/25	Colson Whitehead, <i>The Underground Railroad</i> , Chap. 9-12 (pp. 235-313)
	11/27	NO CLASS: Thanksgiving Holiday
	11/29	NO CLASS: Thanksgiving Holiday
FIFTEEN	12/2	Tutorial and Feedback Session for Mapping Webpage
	12/4	Mapping Webpage, <i>Paradise</i> or <i>The Underground Railroad</i>
	12/6	Mapping Webpage, <i>Paradise</i> or <i>The Underground Railroad</i>
EXAM WK	12/11	Finalized Websites, Wednesday 2:30 pm