

Spring 1-15-2015

ENG 3703-001: American Literature: 1900-1950

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Recommended Citation

Leddy, M., "ENG 3703-001: American Literature: 1900-1950" (2015). *Spring 2015*. 62.
http://thekeep.eiu.edu/english_syllabi_spring2015/62

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Office: Coleman 3741 (west hallway),
MWF 12:00–1:00, 2:00–2:30, and by
appointment

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We will read great poetry and fiction,
with one eye toward what is
“modern” (or “modernist”) and
“American” about what we’re reading,
and another eye toward the distinctive
qualities of the work under discussion.

TEXTS

Djuna Barnes, *Nightwood*
Willa Cather, *The Professor's House*
William Faulkner, *Light in August*
Ernest Hemingway, *The Sun Also Rises*
Kenneth Koch, *Making Your Own Days:*
The Pleasures of Reading and Writing
Poetry
Zora Neale Hurston, *Their Eyes Were*
Watching God
Jahan Ramazani, et al., eds., *Norton*
Anthology of Modern Poetry
William Carlos Williams, *Collected*
Poems, v. 1

Michael Harvey's *The Nuts and Bolts of*
College Writing is a supplement to our
work, a great book for student-writers.

You should have access to a hardcover
collegiate (college-level) dictionary
when reading.

The works we're reading contain
material that some readers may find
offensive or disturbing (language, sex,
violence).

REQUIREMENTS

As with any worthwhile endeavor, “the
effort is the prize,” as the jurist
Benjamin Cardozo said. The course will
require dedicated daily work (reading
and talking), occasional writing (in-
class and out-of-class), and a final
examination.

ENGLISH 3703 AMERICAN LITERATURE: 1900–1950 PROFESSOR M. LEDDY SPRING 2015



ATTENDANCE

Be here, on time, every time. You're
responsible for all assignments,
whether or not you're here when
they're announced.

Frequent absences will affect your
grade, not through a system of points
and deductions but simply because not
being here will make it difficult to do
the work that the course is meant to
involve. If you must miss a class, you
should get in touch with me
beforehand to find out what you will
miss.

Photocopied pages to go with our
reading will be available from an
envelope on my office door.

LATE WORK, MAKE-UP WORK

Missed work cannot be made up. Late
work is acceptable only if you have my
approval in advance.

OFFICE HOURS

Talking to professors is one of the
smartest things a college student can
do. Please, come in to ask questions
and talk about your work in the class.
If office hours don't work for you,
make an appointment. And if you feel
uneasy about talking to professors,
read “How to talk to a professor” for
potentially helpful advice: goo.gl/VYSkv.

E-MAIL

Before you e-mail me, please read and

follow the guidelines in “How to e-mail
a professor”: goo.gl/4n6EH. These
guidelines are read all over the world
and will serve you well in e-mailing any
professor (assuming that your
professor answers e-mail).

One guideline that you don't need to
follow: you need not add your class
number and meeting time to your
signature. I'll know who you are.

DISCUSSION

Consider what the writer Thomas
Merton says about a teacher he
admired (Mark Van Doren, Columbia
University):

Most of the time he asked questions.
His questions were very good, and if
you tried to answer them
intelligently, you found yourself
saying excellent things that you did
not know you knew, and that you
had not, in fact, known before.

I like to ask questions that invite
thinking. I also like it when students
ask me such questions. Try to think of
an in-class question not as having an
answer you're already supposed to
know but as an invitation to think. I
know that this suggestion might go
against the grain of much of your
experience in classrooms. You should
be asking relevant questions too, of me
and perhaps of one another. That helps
to make the class less like a quiz show
and more like a conversation.

One more observation on discussion,
from the cultural critic Randolph
Bourne:

A good discussion increases the
dimensions of every one who takes
part. Being rather self-consciously a
mind in a group of minds means
becoming more of a person.

As you can see, I'm optimistic (always)
about discussion. For more on
questions and discussion, read “How to

answer a question": goo.gl/DIzaG.

GRADING

Your grade will be based on your writing (60%), class participation (20%), and final exam (20%).

Essays receive letter grades. Other assignments receive numerical grades, from zero to 100. Missing work receives a zero. Participation receives a numerical grade, an overall evaluation of the extent to which you're prepared and contributing: 100 (always), 85 (frequently), 75 (usually), 50 (sometimes), 0 (rarely or never).

To calculate semester grades, I use numerical equivalents for letter grades:

A	95	A-	92	B+	87	B	85
B-	82	C+	77	C	75	C-	72
D+	67	D	65	D-	62	F	55

Sometimes when I grade an essay I'll give a grade that falls between two grades—e.g., B+/A- (89.5).

For semester grades, 90 or above is an A; 80 or above, a B; 70 or above, a C; 60 or above, a D; below 60, an F.

EWP

You may include work from the course in your Electronic Writing Portfolio. Please make sure that you understand the requirements for the Electronic Writing Portfolio and that you fulfill them in a timely way. For more information: www.eiu.edu/~assess/.

DISABILITIES

If you have a documented disability and need accommodations to participate fully in our class, please make an appointment with the Office of Student Disability Services, Ninth Street Hall, Room 2006, 581-6583.

STUDENT SUCCESS

Students who are having difficulty achieving their academic goals are encouraged to contact the Student Success Center (www.eiu.edu/~success) for assistance with time-management, test-taking, note-taking, avoiding procrastination, setting goals, and other skills. To make an appointment, call 581-6696, or go to Ninth Street Hall, Room 1302.

ACADEMIC INTEGRITY

The English Department's statement on plagiarism:

Any teacher who discovers an act of plagiarism—"The appropriation or imitation of the language, ideas, and/or thoughts of another author, and the representation of them as one's original work" (*Random House Dictionary of the English Language*)—has the right and responsibility to impose upon the guilty student an appropriate penalty, up to and including immediate assignment of a grade of F for the course.

And my statement concerning academic integrity:

Any breach of academic integrity—from a single sentence cut and pasted into a dinky little assignment to a stretch of "reworded" prose to a wholly unoriginal essay—is a serious matter and will get you a serious penalty. The Student Standards office recommends an F for the course. You will also be required to take a course in ethics administered by Student Standards, whose staff will keep your misconduct on record and notify your other professors that one of their students has violated academic integrity.

You should be familiar with Eastern's statement on academic integrity and should ask if you have any questions about quoting from and/or documenting sources. But because the work of the course is to be an

expression of *your ideas in your words*, aside from words and ideas from properly acknowledged sources, questions of plagiarism and collusion should never arise.

Do not "borrow" work or give your work to anyone (allowing someone else to make use of your work is also a breach of academic integrity and will also get you a serious penalty, up to and including an F for the course).

PROVISIONAL OUTLINE

Not yet. If our class remains small, we will work it out together.

Final exam: May 4, 12:30 p.m.

As of Fall 2014, syllabi must include catalogue descriptions and a statement of Eastern Illinois University Learning Goals:

ENG 3703 - American Literature: 1900 to 1950. (3-0-3) S. Emphasis on such topics as modernism, the Harlem Renaissance, the Great Depression, and World War II. Writers may include Cather, Eliot, Wharton, Hemingway, Hurston, W. C. Williams, Moore, Faulkner, Stevens, Wright, O'Neill. (Group 5) WI Prerequisites & Notes: ENG 1002G. Credits: 3

EIU graduates reason and communicate clearly as responsible citizens and leaders in diverse personal, professional, and civic contexts.

Critical Thinking

EIU graduates question, examine, evaluate, and respond to problems or arguments by:

Asking essential questions and engaging diverse perspectives.

Seeking and gathering data, information, and knowledge from experience, texts, graphics, and media.

Understanding, interpreting, and critiquing relevant data, information, and knowledge.

Synthesizing and integrating data, information, and knowledge to infer and create new insights

Anticipating, reflecting upon, and evaluating implications of assumptions, arguments, hypotheses, and conclusions.

Creating and presenting defensible expressions, arguments, positions, hypotheses, and proposals.

Writing and Critical Reading

EIU graduates write critically and evaluate varied sources by:

Creating documents appropriate for specific audiences, purposes, genres, disciplines, and professions.

Crafting cogent and defensible applications, analyses, evaluations, and arguments about problems, ideas, and issues.

Producing documents that are well-organized, focused, and cohesive.

Using appropriate vocabulary, mechanics, grammar, diction, and sentence structure.

Understanding, questioning, analyzing, and synthesizing complex textual, numeric, and graphical sources.

Evaluating evidence, issues, ideas, and problems from multiple perspectives.

Collecting and employing source materials ethically and understanding their strengths and limitations.

Speaking and Listening

EIU graduates prepare, deliver, and critically evaluate presentations and other formal speaking activities by:

Collecting, comprehending, analyzing, synthesizing and ethically incorporating source material.

Adapting formal and impromptu presentations, debates, and discussions to their audience and purpose.

Developing and organizing ideas and supporting them with appropriate details and evidence.

Using effective language skills adapted for oral delivery, including appropriate vocabulary, grammar, and sentence structure.

Using effective vocal delivery skills, including volume, pitch, rate of speech, articulation, pronunciation, and fluency.

Employing effective physical delivery skills, including eye contact, gestures, and movement.

Using active and critical listening skills to understand and evaluate oral communication.

Quantitative Reasoning

EIU graduates produce, analyze, interpret, and evaluate quantitative material by:

Performing basic calculations and measurements.

Applying quantitative methods and using the resulting evidence to solve problems.

Reading, interpreting, and constructing tables, graphs, charts, and other representations of quantitative material.

Critically evaluating quantitative methodologies and data.

Constructing cogent arguments utilizing quantitative material.

Using appropriate technology to collect, analyze, and produce quantitative materials.

Responsible Citizenship

EIU graduates make informed decisions based on knowledge of the physical and natural world and human history and culture by:

Engaging with diverse ideas, individuals, groups, and cultures.

Applying ethical reasoning and standards in personal, professional, disciplinary, and civic contexts.

Participating formally and informally in civic life to better the public good.

Applying knowledge and skills to new and changing contexts within and beyond the classroom.