Spring 1-15-2011

ENG 3703-002: American Literature, 1900-1950

Marjorie Worthington
Eastern Illinois University

Follow this and additional works at: http://thekeep.eiu.edu/english_syllabi_spring2011
Part of the English Language and Literature Commons

Recommended Citation
http://thekeep.eiu.edu/english_syllabi_spring2011/92

This Article is brought to you for free and open access by the 2011 at The Keep. It has been accepted for inclusion in Spring 2011 by an authorized administrator of The Keep. For more information, please contact tabruns@eiu.edu.
ENGLISH 3703.002 – AMERICAN LITERATURE, 1900-1950

Professor: Dr. Marjorie Worthington
Office: Coleman Hall 3321
Phone: 581-5214
Email: mgworthington@eiu.edu
Class: Coleman Hall 3150, TR, 5:00-6:15pm
Office Hours: TR 11:00am-2:00pm, or by appt.

Texts: Henry James, *The Turn of the Screw*
Charles Chesnutt, *The Marrow of Tradition*
Edith Wharton, *The Children*
William Faulkner, *The Sound and the Fury*
Zora Neale Hurston, *Their Eyes were Watching God*
William Maxwell, *They Came Like Swallows*
Various materials provide via ERES or Email.

OBJECTIVES:
- To read, discuss and analyze representative texts of the early twentieth century.
- To familiarize ourselves with differing critical stances on some of these works.
- To learn about and engage in literary research.
- To hone skills related to writing literary analyses.
- To explore relevance of this literature to other texts, arts, disciplines and world issues.

ASSIGNMENTS:

Short Essays: Over the course of the semester, you will write five one-page single-spaced essays. They should cover the reading assigned for the particular day on which they are due. Although short, these essays should be focused and thesis-driven. It is my hope that these papers will: 1) help you keep up with the reading; and 2) generate interesting ideas for discussion. For that reason, you must be in class and must contribute to class discussion that day (in other words, speak up) in order to get credit for the response. YOU MUST COMPLETE ALL SHORT ESSAY ASSIGNMENTS TO PASS THIS COURSE.

Annotated Bibliography: Critical articles about the texts we are reading can provide new and different insights into the works. Consult the appropriate databases and find six articles about one of the novel-length texts on the syllabus. For each article, provide the bibliographic information in proper MLA format. This information should then be followed by a three-paragraph summary and analysis of each article. Each article should have its own page on which you provide the bibliographical information and the analysis. For the analysis, address the following questions: What is each article’s main argument concerning the novel? Is that argument valid? What salient points do these novels fail to address? Which article makes the strongest point? NOTE: By “critical articles” I mean articles found in academic journals or books, NOT encyclopedias, Cliffs or Sparks notes, or web sources like Wikipedia. Please do not hesitate to see me if you are having trouble finding articles; we can work with the databases together.

Analytical Essay: For this assignment, write a thesis-driven essay about the text you addressed in your Annotated Bibliography. In this essay, you should cite at least three of the articles from your bibliography in support of that thesis. The most difficult part of this assignment will be determining a suitable topic and thesis for this essay. I am purposely not providing topic ideas: you will explore possible ideas yourself, choose one and flesh it out in an essay. Your paper should have a clear and focused thesis statement and should make some kind of compelling argument. You will be graded on the
quality of this argument and the extent to which you support this argument with evidence from the text. Incorporating outside sources presents another challenge: using the articles to support your argument without simply repeating those of the articles.

**Midterm and Final Exams:** The exams will test both basic knowledge of the texts and class discussion, and your ability to understand and analyze what you have read. They will include essays, some short answer and possibly, a take-home aspect.

**POLICIES:**

**Attendance:** Your consistent attendance and participation are necessary to make this class the vibrant exchange of ideas it should be and I take attendance every day (even if you do not see me doing it). You are permitted no more than three unexcused absences. Each unexcused absence after three will lower your final grade by thirty points (3%). Excused absences are accompanied by appropriate legal or medical documentation.

**Conferences:** The hours listed above are times when I will be in my office ready to meet with students. You can also make a special appointment to see me if you are unable to come during office hours. I encourage you to come and talk to me about your work as often as you like.

**Plagiarism:** Plagiarism is defined as appropriating words or ideas that are not your own without giving proper credit. The temptation to plagiarize can be great, particularly in the advent of extensive computer technology and the collaborative nature of our class. However, the consequences of plagiarism are dire and can result in a grade of F for the assignment and even for the course. It will also result in a report to the Judicial Affairs Office.

**Disabilities:** If you have a documented disability, let me know what accommodations you require.

**Grade Breakdown:**

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Short Essays</td>
<td>25%</td>
</tr>
<tr>
<td>Annotated Bibliography</td>
<td>10%</td>
</tr>
<tr>
<td>Critical Essay</td>
<td>20%</td>
</tr>
<tr>
<td>Midterm Exam</td>
<td>20%</td>
</tr>
<tr>
<td>Final Exam</td>
<td>25%</td>
</tr>
</tbody>
</table>

**ENG 3703 READINGS AND ASSIGNMENTS**

**Jan.**
- 11 T Introduction
- 13 Th Modernism Lecture – be prepared to take GOOD and COPIOUS NOTES.

**Feb.**
- 1 T Chesnutt, *The Marrow of Tradition*, pp. 44-147
- 3 Th Chesnutt, *The Marrow of Tradition*, pp. 147-209
8 T Chesnutt, *The Marrow of Tradition*, pp. 209-246, 398-421 \textbf{Short Essay #2 due}

10 Th T.S. Eliot, *The Waste Land*


17 Th Wharton, *The Children*, Chaps XVII-XXIV

22 T Wharton, *The Children*, Chaps XV-end

23 Th Langston Hughes, Edna St. Vincent Millay \textbf{Short Essay #3 due}

\textbf{Mar. 1 T Midterm Exam}

3 Th Midterm Discussion

8 T Willa Cather, “Old Mrs. Harris,” Ernest Hemingway, “Indian Camp”

10 Th F. Scott Fitzgerald, “Babylon Revisited,” E.E. Cummings

\textbf{SPRING BREAK}

22 T Faulkner, *The Sound and the Fury*, April Seventh, 1928 \textbf{Annotated Bibliography Due}

24 Th Faulkner, *The Sound and the Fury*, June Second, 1910

29 T Faulkner, *The Sound and the Fury*, April Sixth, 1928

31 Th Faulkner, *The Sound and the Fury*, April Eighth, 1928 \textbf{Short Essay #4 due}

\textbf{April 5 T} Maxwell, *They Came Like Swallows*, pp. 3-100

7 Th Maxwell, *They Came Like Swallows*, 101-145 \textbf{Short Essay #5 due}

12 T Maxwell, *They Came Like Swallows*, pp.145-end

14 Th Robert Frost

19 T Hurston, *Their Eyes Were Watching God Chaps. 1-8*

21 Th Hurston, *Their Eyes Were Watching God Chaps. 9-14*

26 T Hurston, *Their Eyes Were Watching God Chaps. 15-end* \textbf{Analytical Essay due}

28 Th Exam Review

\textbf{May 3 Tuesday, 5:15-7:15pm FINAL EXAM}