

ENGL. 214–American Literature: 1620–1945

“Waste People” in U.S. Lit.

Section 008
Section 001

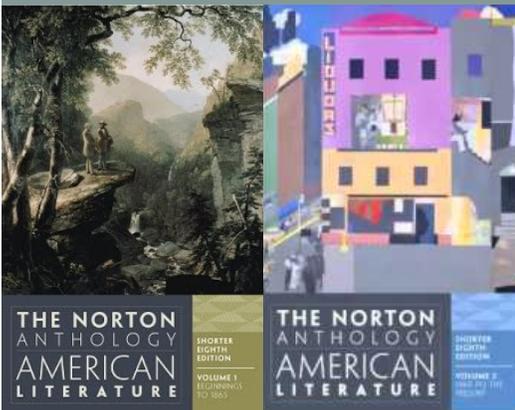
TTh 11:00 a.m. – 12:15 p.m.
TTh 12:30 p.m. – 1:45 p.m.

Daniel Hall 213
Daniel Hall 213

Fall 2016 Clemson University
Professor C. Wiley
wiley2@clemson.edu

Office Location: Strode 517
Office Hours: TTh 2:00 p.m. – 4:00 p.m.
and by appointment via Skype or in person

Required Material



The Norton Anthology of American Literature, Shorter Eighth Edition, Volumes 1 and 2

Publisher: Norton

ISBN: 978-0-393-91888-5

(Many of these text can be found for free online.)

A cloud-based drive on which you'll save backups copies of all your work.

Course Overview

This course is an introduction to selected works and major periods for the U.S. literary tradition from 1620 to 1945.

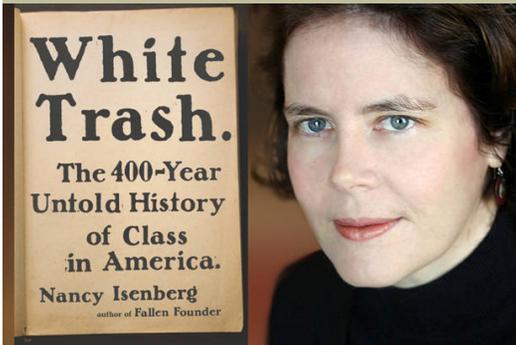
We will take an in depth focus on the roles, relationship, and intersection of low-income white people (also known as “waste people” and “white trash”) and black people (enslaved and otherwise) in U.S. historical text.

We will examine a wide range of genres including speeches, pamphlets, letters and other primary documents, nonfiction essays, autobiographical excerpts, poetry, short stories, and plays. As we navigate the course, we will see a larger picture of U.S. history through literature. We will analyze varying definitions of national, racial, and gender identity, explore how a young nation formed these definitions collectively, and interrogate the ways that these identities intersect and create liminal spaces. Our readings will cover diverse interests, political stances, genres, and literary movements and will help create a more complete snapshot of the popular debates of each time period. This course will be an entry point for reading, thinking, speaking, and writing critically and persuasively about literature. Our major (though not the only) approach to interpreting the texts will be close reading. This course will hone your ability to read critically, write critically, and think critically, a skill set that can transfer to any field.

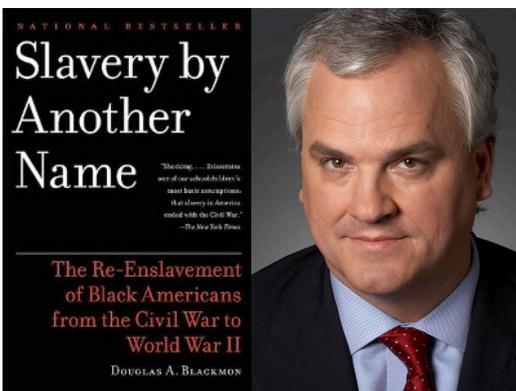
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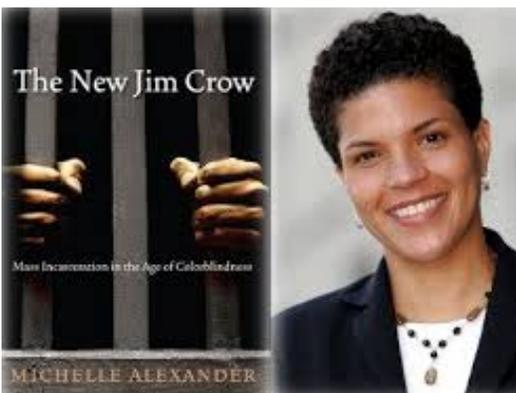
Recommended Material



ISBN: 978-0393918885



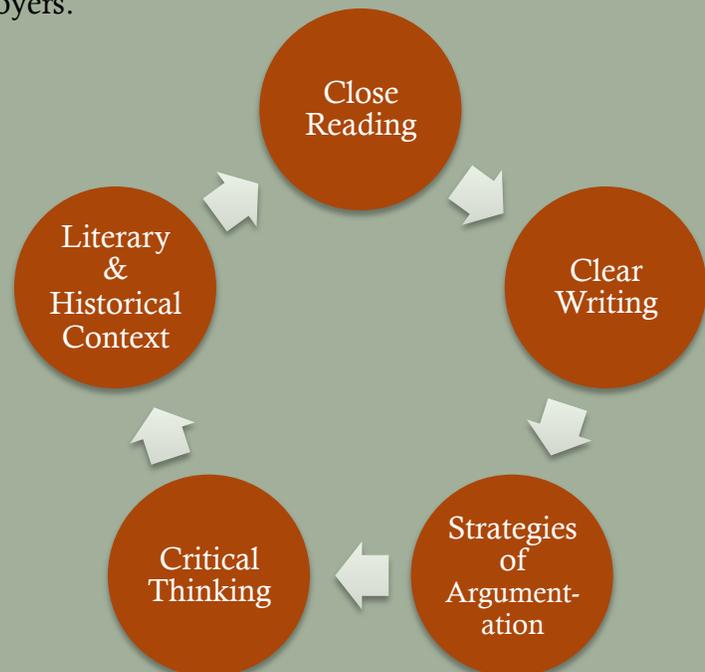
ISBN: 978-0385722704



ISBN: 978-1595586438

Competencies and Outcomes

Your active participation in this course will build your competency in the arts, humanities, and critical thinking, and enhance transferable skills that are highly desirable for employers.



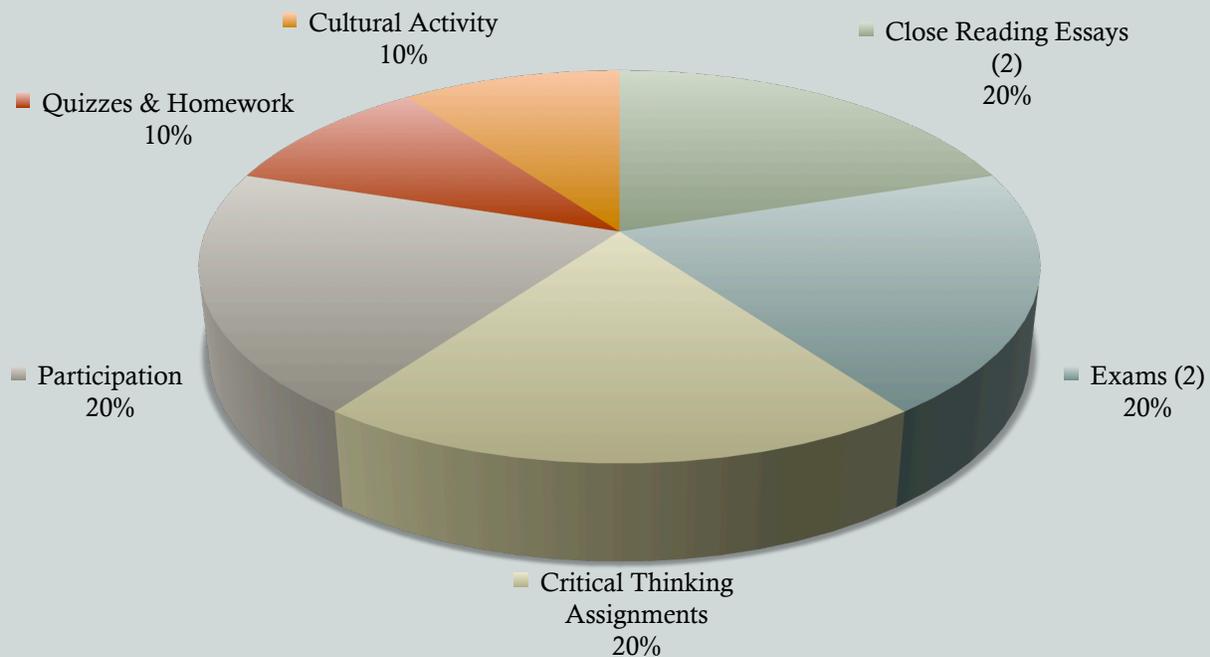
Throughout the course, students will

- demonstrate understanding of the literary arts and their connection with their historical contexts.
- perform close readings on texts from a variety of genres and time periods.
- formulate provocative, analytical how or why questions.
- use strategies of argumentation to analyze and produce clear interpretation of a literary text.
- identify connections among texts, authors, and arguments, especially ones that aren't readily noticeable.

Clemson Thinks²

This class is participating in the Clemson Thinks² (CT²) campus-wide Quality Enhancement Plan that focuses on undergraduate critical thinking, a skill that is invaluable for your success in college and in your career pursuits after graduation. All course assignments are designed to significantly enhance your critical thinking skills.

Grading Scale



Close Reading Essays—These 2 major essays require you to use your knowledge of claims, evidence, analysis, and fallacies to present an interpretation of (new way of understanding) a course text. All papers must be submitted on Canvas before class on the day that they are due.

Exams—These 2 exams will be proctored near the midpoint and at the end of the course. The midterm exam will cover text from the first half of the semester. The final exam will cover texts from the second half. Both will test your knowledge of the texts, terms, theories, and concepts covered in course readings and discussions.

Critical Thinking Assignments—As part of the Clemson Thinks² component, students will complete writing assignments that help them engage their critical thinking skills, build logically constructed arguments, and prepare for their longer essay assignments. Students will also take two diagnostic tests—one near the beginning and one near the end of the semester.

Participation—Students are required to vocally participate in collaborative analysis throughout the course. In addition, several times in the semester, students will upload critical questions or analytical paragraphs to Canvas before class.

Quizzes & Homework—Some classes will begin with quizzes. Homework includes a variety of assignments, including peer reviews and responses to classmates in Canvas assignments, which will sometimes be paired with Critical Thinking Assignments. Quizzes and Homework do not appear on the course schedule below, but

Cultural Activity—Write a 600 to 800-word critique of a cultural activity whose themes are closely related to the course's themes. The critique must contain 1) a summary of the event, 2) a critical analysis of the event, 3) an interpretation of (new way of understanding) the event, and 4) an in-depth explanation of how the event relates to the course's

Word Counts—A paper that is turned in on time but does not meet the minimum word requirement will automatically fail. Late assignments that do not meet the minimum word count will not be accepted and will be graded as zero.

Late Work—Assignments are due on Canvas by the date and time specific there. Assignments turned in after this time are late and will be penalized one letter grade per day, including weekends. Extensions must be requested at least two weeks in advanced. I do not accept e-mailed assignments.

Specifications Grading

Assignments will receive All or Nothing scores according to each assignment rubric (also known as Specifications Grading or Specs. Grading). This is not to be mean: it is to help you work more strategically and with clarity toward your minor and eventually major assignments.

Example:

Paragraph #*x* Rubric

- 20% Claim Statement follows the class formula
- 20% Warrant follows course standards is fully fleshed out with no fallacies or assumptions
- 20% Evidence follows course requirement
- 20% Conclusion Statement follows course standards
- 10% Each sentence logically flows from the previous
- 10% No grammatical errors

Possible Score= 100%

With Specs. Grading, if a student completes all of these rubric points, but the second bullet point is unclear, generic, vague, broad, etc., the student will receive no credit for the second bullet point. The total score will be 80%.

A “C” is the lowest passing grade in English classes. I grade on a 10-point scale (A=90-100; B+=88-89; B=80-87; C+=78-79; C=70-77; D+=68-69; D=60-67; F=50).

Ways to Improve Your **Grades**

...Understanding of the Material and Analytical Approach

Before the Assignment is Due

- Read the directions, grading criteria, and rubrics provided for each assignment to understand how you will be graded. (In other words, do not assume that all English papers are the same.)
- Meet with me via Skype or in person before the assignment is due. **I love brainstorming with students!**
- Be sure to carefully read all course materials and participate in class.
- Complete small assignments with focus and intensity because they build the necessary skills for larger assignments.

After the Assignment is Due

- Read the graded rubric and any accompanying comments from me or your peers.
- Compare the rubric and comments to the directions, grading criteria, and rubrics provided for the assignment.
- Compare the rubric and comments to feedback on previous assignments.
- Meet with me via Skype or in person to discuss your grade.

Grade Disputes

To dispute a grade, you must conference with me about that assignment after receiving the grade. If you still disagree with grade, you may submit a dispute in writing (polite, letter form) to wiley2@clemsun.edu within 10 days of receiving the grade in question (only after conferencing with me about that assignment). Be sure the subject line is “Grade Dispute: [Assignment Name].” If grade disputes are not submitted within those parameters, the student accepts the grade received as a fair and just assessment of the work.

Absence Policy

0-3

•Students are allowed up to 3 absences without penalty. These are great for planned trips, court dates, meetings, appointments, and unexpected absences.

4

•Upon the 4th absence, students lose one letter grade on their final participation grade.

5

•Upon the 5th absence, students lose two letter grades on their final participation grade

6

•Missing 6 classes will result in an automatic failure. This is the equivalent of 3 weeks of class.

FACT

For this class, I do not distinguish between excused and unexcused absences. An absence is an absence.

FACT

Missing more than 15 minutes of class (at the beginning, middle, or end of class) = 1 absence

FACT

If you miss class, get class notes and updates from at least three of your classmates and then after you have read through those notes and updates, follow up with me for questions or clarification.

FACT

3 Tardies = 1 Absence

If 15 minutes passes and I have not arrived and there isn't a note on the door or board, consult the syllabus, check for an e-mail, and leave. It is not necessary to take roll. Prepare for the next class.

E-mail Policy

E-mails Format

Dear Professor Wiley,

Blah, Blah, Blah (Use paragraph breaks when you change topics.)

Sincerely,

Jamie Doe
Engl. 21#0.00#
8:00 –8:50 a.m. MWF

Response Time

I check e-mail regularly on Tues., Thurs., and Sun. (and occasionally more often).

Check Canvas

Check Canvas "Announcements" and your e-mail for updates and responses. When it's useful, I address an individual inquiry generically to the entire class.

Don'ts

- ⊘ Don't use excessive exclamation marks.
- ⊘ Don't use bold lettering.
- ⊘ Don't use CAPS.
- ⊘ Don't use improper or unprofessional e-mail format.

Grading Criteria

Writing assignments will be graded on the strength of the argument, the structure in which that argument is conveyed, the use of evidence to support the argument, and the clarity of the essay's style. A "C" paper reports, reviews, or summarizes. A "B" paper makes an argument (in other words, it has a thesis, with a sustaining antithesis). An "A" paper reveals the author's prior engagement with the issue in the essay, or it is so informed or persuasive that it creates the impression of the author wanting to continue thinking about the topic, with only time or space constraints preventing him or her. A poorly structured attempt to report, review, or summarize is unlikely to get as high as a "C." By the same token, an "A" essay not only shows how the essay participates in a pre-existing argument: it must do so with confident self-awareness as an expository essay.

Privacy Statement

For any publicly accessible student-created content (e.g., social media, multimedia posted in YouTube) included in the course assignments, an alternate activity will be offered upon student request. This option ensures students have a choice to meet learning outcomes (students are given an option on how to meet the learning outcomes) when there is any potential risk to student privacy resulting from applications that may be discoverable outside of the Learning Management System. Students may perform and display their multimedia projects for educational uses in the course for which they were created or may use them in their own portfolios as examples of their academic work. Students are reminded to credit the sources and display the copyright notice (©) and copyright ownership information, if this is shown in the original source for all works incorporated as part of

Academic Support

Students may access a variety of academic support services to support your learning in the online classroom. Here are links to services available:

- **Academic Success Center**
<http://www.clemson.edu/asc/>
- **The Writing Center**
<http://www.clemson.edu/centers-institutes/writing/>
- **Clemson Library**
<http://www.clemson.edu/library/>
- **Clemson Online Library Resources**
<http://libguides.clemson.edu/distanceed>
- **CCIT (Tech Support)**
http://www.clemson.edu/ccit/help_support/
[CCIT e-mail ithelp@clemson.edu](mailto:ithelp@clemson.edu) or call (864) 656-3494
- **Academic Advising**
<http://www.clemson.edu/academics/advising/index.html>
- **Registrar-Student Index**
<http://www.registrar.clemson.edu/html/indexStudents.htm>

Inclement Weather

In case of inclement weather, all course work is due as specified on Canvas and in the syllabus, unless otherwise stated in an e-mail or Canvas "Announcement."

Integrity

As members of the Clemson University community, we have inherited Thomas Green Clemson's vision of this institution as a "high seminary of learning." Fundamental to this vision is a mutual commitment to truthfulness, honor, and responsibility, without which we cannot earn the trust and respect of others. Furthermore, we recognize that academic dishonesty detracts from the value of a Clemson degree. Therefore, we shall not tolerate lying, cheating, or stealing in any form.

When, in the opinion of a faculty member, there is evidence that a student has committed an act of academic dishonesty, the faculty member shall make a formal written charge of academic dishonesty, including a description of the misconduct, to the Associate Dean for Curriculum in the Office of Undergraduate Studies. At the same time, the faculty member may, but is not required to, inform each involved student privately of the nature of the alleged charge. If you have any questions whatsoever about what constitutes plagiarism, see me before you turn in final drafts of your work. Students are not allowed to submit work from other classes for credit in this course. Students are not allowed to submit work from other classes for credit in this course.

Accessibility

Clemson University values the diversity of our student body as a strength and a critical component of our dynamic community. Students with disabilities or temporary injuries/conditions may require accommodations due to barriers in the structure of facilities, course design, technology used for curricular purposes, or other campus resources. Students who experience a barrier to full access to this class should let the professor know, and make an appointment to meet with a staff member in Student Accessibility Services as soon as possible. You can make an appointment by calling 864-656-6848, by emailing studentaccess@lists.clemson.edu, or by visiting Suite 239 in the Academic Success Center building. Appointments are strongly encouraged – drop-ins will be seen if at all possible, but there could be a significant wait due to scheduled appointments. Students who receive Academic Access Letters are strongly encouraged to request, obtain and present these to their professors as early in the semester as possible so that accommodations can be made in a timely manner. It is the student's responsibility to follow this process each semester. You can access further information here: <http://www.clemson.edu/campus-life/campus-services/sds/>.

Copyright

The materials found in this online course are strictly for the use of students enrolled in this course and for purposes associated with this course; they may not be retained or further disseminated. Clemson students, faculty, and staff are expected to comply fully with institutional copyright policy as well as all other copyright laws.

Title IX & Harassment

Clemson University is committed to a policy of equal opportunity for all persons and does not discriminate on the basis of race, color, religion, sex, sexual orientation, gender, pregnancy, national origin, age, disability, veteran's status, genetic information or protected activity (e.g., opposition to prohibited discrimination or participation in any complaint process, etc.) in employment, educational programs and activities, admissions and financial aid. This includes a prohibition against sexual harassment and sexual violence as mandated by Title IX of the Education Amendments of 1972. Mr. Jerry Knighton is the Clemson University Title IX Coordinator, and is also the Director of Access and Equity. His office is located at 111 Holtzendorf Hall, 864.656.3181 (voice) or 864.565.0899 (TDD). [More on Title IX policy](http://www.clemson.edu/campus-life/campus-services/access/title-ix/)
<http://www.clemson.edu/campus-life/campus-services/access/title-ix/>

Tuesdays

Thursdays

(subject to change as needed)

- 23** *White Trash*, Preface (Canvas)
Bradford *Of Plymouth Plantation* (72-90), including his introduction
Last Day to Add or Audit
- 30** *White Trash*, Ch. 2 (Canvas)
Mary Rowlandson (126-144), including her introduction
Franklin “The Speech of Miss Polly Baker”
Last Day to Drop or Withdraw
- 6** Meet in Cooper 204 for CT² Testing
Bring 3 color highlighters and your printed paragraph
- 13** *Slavery By Another Name*, Ch. 2 (Canvas)
Douglass Continued
Peer Review due (Canvas)
- 20** Equiano *The Interesting Narrative* (354-387), including his introduction
Paper 1 due
- 27** Jacobs *Incidents in the Life of a Slave Girl* (818-839), including her introduction

August

- 18** Introductions, Syllabus, Critical Thinking, Interpretation, Logical Fallacies, Paragraph/Paper Structure
- 25** *White Trash*, Ch. 1 (Canvas)
Winthrop “A Model of Christian Charity” (90-102), including his introduction

September

- 1** Anne Bradstreet (110-126), including her introduction
Model Essays
- 8** Douglass *Narrative of the Life...* (934-1001), including his introduction
Turn in Paper 1 Draft (Canvas)
- 15** Douglass and *SBAN* Ch. 2 Continued
- 22** Stowe *Uncle Tom’s Cabin* (779-818), including her introduction
- 29** Reflection Period

Tuesdays

Thursdays

October

(subject to change as needed)

4 **Midterm Exam** on material covered from the beginning of the semester to September 29.

11 *White Trash*, Ch. 7 (Canvas)
Jefferson, *The Declaration of Independence* (337-345), including his introduction
Jefferson, *Notes on the State of Virginia* (762-765)

Switch textbooks to Vol. 2

18 W.E.B. DuBois *The Souls of Black Folk* (531-548), including his introduction
Model Essays

25 Toomer *Cane* (958-963), including his introduction
Paper 2 Draft due (Canvas)

November

1 Dunbar (621-627)

Paper 2 due

8 **FALL BREAK**

15 Steinbeck "Leader of the People"

22 Meet in Cooper 204 for CT² Testing
Film Discussion: *To Kill a Mockingbird*

29 Continue Film Discussion

6 *White Trash*, Ch. 6 (Canvas)
Paine *Common Sense* (323-331), including his introduction

13 *Slavery By Another Name*, Ch. 5 (Canvas)
Booker T. Washington "The Atlanta Exposition Address" (447-457), including his introduction

20 Anderson *Winesburg, Ohio* (753-763), including his introduction
Paragraph Exercise

27 Hughes (1037-1045)
Peer Review due (Canvas)

3 Faulkner "Barn Burning" (1004-1016)
Last day to turn in Cultural Activity

10 Glaspell "Trifles" (742-753)

17 Cather "Neighbour Rosicky," including her introduction (677-699)

24 **THANKSGIVING BREAK**

December

1 **Final Exam** on material covered from the midterm to November 29.

Finals week exam times: (I reserve the right to use these times, in the case that we need to push back an assignment.)

Section 008 – Wednesday, December 7, 2016, 3:00-5:30 p.m.

Section 001 – Monday, December 5, 2016, 3:00-5:30 p.m.