

Syllabus for English 2150-005/Spring 2019

20th & 21st Century Literature: The Here & Now*

Class Location/Time:

Section 014: 9:30-10:45/311 Daniel

Section 011: 11:00-12:15/311 Daniel



The focus of this course will be literary works published in the last two years. We will read a variety of literary genres, including novels by David Joy, Mohsin Hamid, and Jesmyn Ward; memoir by Cinelle Barnes; short stories by Viet Thanh Nguyen, Nafissa Thompson-Spires, and Rebecca Roanhorse; poetry by Khadijah Queen, Chen Chen, Tyehimba Jess, Cynthia Cruz, Ashley Jones, and others. This course is

all about the here and now, and toward this end, we will embrace opportunities to interact with authors and utilize new technologies to complete individual and group projects.

My contact: Kathleen Nalley

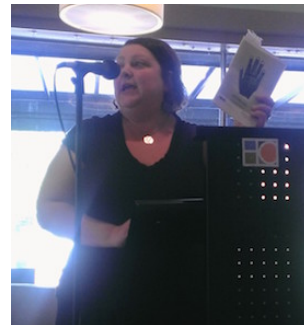
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Office Hours: 8-9:25 a.m., T/Th, and by appointment.

I'm also in 311 Daniel between classes at 12:15-12:30 and

1:45-2:00, T/Th.



COURSE DESCRIPTION

The primary objective of sophomore literature is to provide you with the skills necessary to perform close reading of texts in a variety of genres, including poetry, essays, novels, short stories, and creative nonfiction. The importance of reading closely is emphasized and necessary for daily discussion. You will become more confident in your abilities to analyze literature, both formally (e.g., in written essays) and informally (e.g., discussions).

In this course we will **explore contemporary literature—works published in the here and now.** (But of course, you cannot fully contend with the present without regarding and understanding the past.) We will participate in **rigorous discussions** that consider historical underpinnings to current events; identities that define and the issues that plague the present; and how literature, as a unique and spirited entity, gives voice to the often voiceless. With the ever-present ever present, we will have **opportunities to see, hear, and interact with current writers** to strengthen our immersion in contemporary literature (through class and the CU Lit Fest).

Additionally, this class is participating in Clemson's "CT2" campus-wide Quality Enhancement Plan to target undergraduate **critical thinking**, an invaluable skill for you to strengthen during your college career (employers highly value this skill!). We will focus on consciously practicing critical thinking skills throughout the semester: in our discussions, reflections, presentations, and projects. As part of this effort, you will complete two versions of the California Critical Thinking Skills Test (CCTST) and submit an artifact (one of our three projects) as a measure of mastery of critical thinking skills.

GENERAL EDUCATION REQUIREMENTS: In meeting the requirements of this course, you will demonstrate competencies in three University general education areas, including:

- **Arts & Humanities:** Demonstrate an understanding of the arts and humanities in historical and cultural contexts;
- **Communications:** Effective oral and written communication is the means by which all competencies will be demonstrated; and
- **Critical Thinking:** Demonstrate the ability to assemble information relevant to a significant, complex issue, evaluate the quality and utility of the information, and use the outcome of the analysis to reach a logical conclusion about the issue.

LEARNING OUTCOMES

(INCLUSIVE OF CRITICAL THINKING SKILLS):

1. You will **read, critically review, and analyze** a variety of literature that transcends historical periods and genres. Within discussions and assignments related to these readings, you will **explore complex challenges and analyze multi-dimensional issues**.
2. You will **identify, critically reflect upon, and articulate** the cultural relevance for the texts analyzed and how the themes and philosophies in the texts permeate our contemporary culture.
3. You will **strengthen your writing craft** through reflection in informal written assignments, as well as in a formal academic paper. You will **communicate complex ideas** effectively through both oral and written analyses.
4. You will apply your knowledge of a text and its cultural context to a new media and/or creative project, wherein you will **extrapolate from one complex conceptual context to another**.
5. You will **collaborate with peers** to create a dynamic presentation that synthesizes close textual reading and critical thinking. This requires you to work together to evaluate peers' analyses, distill information, and articulate the group's collective response to a text.



In-class quizzes, writings, and discussions, individual and group projects and presentations, and final exam are used as the measure of mastery of these learning objectives.

COURSE CONTENT



We will use the online learning management system, **Canvas**, for our course. Assignments, rubrics, expectations, grades, and absences are recorded in Canvas. You are expected to check Canvas regularly and thoroughly.

1. Required Text Reading: You will have daily reading assignments, as indicated on the course schedule at the end of this syllabus. We will be on a rigorous reading schedule! Be sure to have thoroughly read the text prior to the date it is due on the schedule. You will have daily reading quizzes to test that you have read the material.

Please note you must purchase the following books:

1. *The Line That Held Us*, David Joy
2. *Monsoon Mansion*, Cinelle Barnes
3. *Sing, Unburied, Sing*, Jesmyn Ward
4. *Exit West*, Mohsin Hamid

Additionally, we will read and discuss poetry, essays, and short stories by various authors. These will be provided via Canvas link or printouts in class.



2. In-class Writing and Quizzes:

You will participate in daily in-class quizzes to test that you are reading the material. Some days, we will have writing exercises related to our reading. I will offer a question or prompt, and you are to reflect and respond in a thoughtful way. These will be used to test your knowledge of the reading material and often to jumpstart our classroom discussion. **Be sure to always bring your laptops to complete these writing responses!** No makeups are allowed; do not ask.

3. Projects: You will complete **three projects** during the course of this class. One will be a critical analysis paper. Another will involve the creation of an Adobe Spark web site inspired by one of our literary works. Another will be a group project that also incorporates Spark technology. These projects may be used as CT2 artifacts, showing how your critical thinking skills have strengthened in the class.

4. Final Exam: The final will be a cumulative examination of everything we've read, analyzed, discussed during the semester. Unless otherwise noted, the exam will consist of identification questions and an essay.

5. Class Participation: As this class is participatory by nature—meaning each class will involve class discussion and active participation—you are expected to actively participate by speaking, doing class work, and working collaboratively. **Simply showing up and being present will earn a C. As a matter of fact, every student will begin the semester with a C for this grading category.** It is totally up to each individual to move their grade beyond this.

- **An A grade** reflects active participation, contributing to the class conversation almost every class session, being present, and actively participating.
- **A B grade** is to be expected if you semi-regularly contribute to discussions and/or actively participate.
- **If you show up but do not talk/actively participate, you will remain at a C for class participation.**
- I will adjust the C as warranted at mid-term. At that point, it is completely up to you and the amount you're comfortable participating where your grade ends up at the end of the semester.

Behaviors that affect participation grades:

- Excessive absences
- Leaving the classroom
- Doing other class work in this class
- Excessive tardies
- PHONES/Social Media/Texting
- Being disrespectful to me or to peers

GRADES AND FEEDBACK

Grades and feedback are provided generally one week after the assignment is turned in (papers tend to take two weeks, sorry.). Unless otherwise stated, grades and feedback will be available on Canvas. If ever you need to discuss your grade with me, send me an email to set up a time to talk or come see me during office hours.

GRADING POLICY:

Final semester grades will be determined based upon the following:

In-class quizzes and writing:	= 20%
Critical Analysis Paper:	= 20%
Class Participation:	= 20%
Spark Project/Individual	= 13%
Final Exam:	= 13%
Spark Project/Group	= 13%
CT2 Test Participation	= 1%
TOTAL	= 100%

A = 90-100
B = 80-89
C = 70-79
D = 60-69
F = 59 or less

***NOTE* I will not round up to the next point bracket. I will not add additional points to your grade for any reason. Grades must be earned.**

CLASS POLICIES

Absences: You are allowed a **maximum of three absences**. I do not distinguish between excused and unexcused. For every absence over the maximum, your final grade will be reduced by one letter grade per absence (i.e., You have 5 absences, so the highest possible grade you could

make in the class is a C.). There are several compelling reasons for your attendance. One, **this class is participatory by nature; absences affect the wellbeing of the entire class.** Two, assignments will be explained in class. Three, missing class sessions is likely to put you very far behind, not only in your comprehension of the texts, but also in your grades. And, four, this class will be fun, and you will be totally missing out. With that said, please note: I WILL NOT drop any assignment, writing, or quiz grades. If you miss a class, it is your responsibility to get class notes, etc., from a fellow classmate. **Do NOT email me asking what you missed in class; rather, contact a classmate.** Further, absences will affect your class participation grade, as if you are not in class, you cannot participate. **Missed in-class writing exercises, quizzes, and assignments cannot be made up, so be mindful of attendance.** If you know you will miss more than this maximum amount off the bat, this class may not be for you.

Weather Cancellations: Any exam that was scheduled at the time of a class cancellation due to inclement weather will be given at the next class meeting unless contacted by the instructor. Any assignments due at the time of a class cancellation due to inclement weather will be due at the next class meeting unless contacted by the instructor. Any extension or postponement of assignments or exams must be granted by the instructor via email or Canvas within 24 hours of the weather related cancellation.

Electronic Devices: Laptops, iPads, Kindles, etc., are allowed in class, as some of your readings are available online and **you must have your laptop to complete writing assignments.** These devices should only be used for coursework. Cell phones should be turned off and put away while in class. If you choose to use any device for texting, Snapping, Tweeting, Instagramming, or any other online activity during class, your class participation grade will reflect this without notice beyond this syllabus.

Collaborative Work: Collaborative work is a required component of this course. Students are expected to work collaboratively by participating vigorously in discussions to contribute to the intellectual climate of the classroom. Our class is primarily based upon discussion, so **you are expected to talk a lot in this class.** Failure to do so will be reflected in your class participation grade. Further, students will participate in group projects and/or class sessions, and each person's ability to collaborate within the group is vital.

Late Work: Assignments must be ready, proofed, and turned in on their due dates. If you elect to turn in an assignment late, it will be marked down one grade per day late, up to four days. After four days, the grade will be recorded as zero. **Missed in-class writing exercises, quizzes, and assignments cannot be made up, so be mindful of attendance.** AND DO NOT ASK.

Waiting: If I am not in class 10 minutes after our start time, you may leave.

ADDITIONAL POLICIES

In addition to the policies as stated above, this class will adhere to the following:

- All assignments are due at the beginning of class or by their due date on Canvas. Hand in all assignments to the instructor, and/or upload to Canvas as indicated. Do NOT leave an assignment on my desk, under my door, in my box, etc.
- **Consistent attendance, punctuality and active participation are expected.** If you have a serious and compelling reason for absences, please speak with me in private. In-class activities may not be made up. **DO NOT ASK.**

- All assignments must be word-processed. Handwritten assignments WILL NOT be accepted unless indicated.
- If you have any issues or questions about your grade, these must be discussed **within a week of receiving said grade. Do NOT wait until the end of the semester to do so.**

UNIVERSITY POLICIES

To view a list of all University student policies, please see

<http://www.clemson.edu/administration/student-affairs/student-handbook/universitypolicies/index.html>.

PLAGIARISM AND ACADEMIC 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 course instructor, there is evidence that a student has committed an act of academic dishonesty, the instructor shall make a formal written charge of academic dishonesty, including a description of the misconduct, to the Associate Dean of Undergraduate Studies. 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.

ACCESSIBILITY STATEMENT: *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, and 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/>.*

CLEMSON UNIVERSITY TITLE IX (SEXUAL 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. This policy is located at <http://www.clemson.edu/campus-life/campus-services/access/title-ix/>. Ms. Alesia Smith is the*

Clemson University Title IX Coordinator and Executive Director of Equity Compliance. Her office is located at 110 Holtzendorff Hall, 864.656.3181 (voice) or 864.565.0899 (TDD).

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SCHEDULE

***NOTE* Have works read and be ready to discuss by the due dates on the schedule!**

	In Class	Homework
Thursday, January 10	Intro to course, assignments, instructor, students	
Tuesday, January 15	How to Perform Close Reading Last day to register or add a class.	Read <i>Monsoon Mansion</i> to p. 62
Thursday, January 17	<i>Monsoon Mansion</i> , Cinelle Barnes	Read <i>Monsoon Mansion</i> to p. 139
Tuesday, January 22	<i>Monsoon Mansion</i> , Cinelle Barnes Last Day to drop a class without a W grade is Jan 23.	Read <i>Monsoon Mansion</i> to p. 196
Thursday, January 24	<i>Monsoon Mansion</i> , Cinelle Barnes	Finish <i>Monsoon Mansion</i>
Tuesday, January 29	<i>Monsoon Mansion</i> , Cinelle Barnes	Bring laptop to class next session!
Thursday, January 31	In Class Essay (bring laptop!)	Read <i>Exit West</i> to p. 57
Tuesday, February 5	<i>Exit West</i> , Mohsin Hamid Spark Assignment Explained	Read <i>Exit West</i> to p. 118 Work on Spark page
Thursday, February 7	<i>Exit West</i> , Mohsin Hamid	Read <i>Exit West</i> to p. 166 Work on Spark page
Tuesday, February 12,	<i>Exit West</i> , Mohsin Hamid	Finish <i>Exit West</i> Work on Spark page
Thursday, February 14,	<i>Exit West</i> , Mohsin Hamid	
Tuesday, February 19,	Thesis Statements, Outlines, Papers Explained	Compose & print thesis & outline Finish Spark page & submit URL to Canvas

Thursday, February 21	In-class Peer Review of Thesis Statements/Outlines Spark Page Due	Read <i>Sing, Unburied, Sing</i> to p. 90/end of chapter 3
Tuesday, February 26, 2019	<i>Sing, Unburied, Sing</i> , Jesmyn Ward	Read <i>Sing, Unburied, Sing</i> to p. 141/end of chapter 6
Thursday, February 28, 2019	<i>Sing, Unburied, Sing</i> , Jesmyn Ward	Read <i>Sing, Unburied, Sing</i> to p. 219/end of chapter 10
Tuesday, March 5, 2019	<i>Sing, Unburied, Sing</i> , Jesmyn Ward	Finish <i>Sing, Unburied, Sing</i> Read "Black Eyed Women"
Thursday, March 7, 2019	<i>Sing, Unburied, Sing</i> , Jesmyn Ward "Black-Eyed Women," Viet Thahn Nguyen	Read Nafissa Thompson-Spires and Rebecca Roanhorse
Tuesday, March 12, 2019	"Heads of the Colored People: Four Fancy Sketches, Two Chalk Outlines, and No Apology," Nafissa Thompson-Spires and "Welcome to Your Authentic Indian Experience," Rebecca Roanhorse	Read <i>The Line That Held Us</i> to p. 77/end of chapter 9
Thursday, March 14, 2019	<i>The Line That Held Us</i> , David Joy Critical Analysis Papers Due Tomorrow is last day to drop a class without final grades.	Read <i>The Line That Held Us</i> to p. 149/end of chapter 20
Tuesday, March 19, 2019	Spring Break	
Thursday, March 21, 2019	Spring Break	
Tuesday, March 26, 2019	<i>The Line That Held Us</i> , David Joy	Read <i>The Line That Held Us</i> to p. 202/end of chapter 30 Work on Spark presentations
Thursday, March 28, 2019	<i>The Line That Held Us</i> , David Joy	Finish <i>The Line That Held Us</i> Read "A Good Man is Hard to Find" Work on Spark presentations
Tuesday, April 2, 2019	<i>The Line That Held Us</i> , David Joy "A Good Man is Hard to Find," Flannery O'Connor	
Thursday, April 4, 2019	Poetry, in class (Khadijah Queen, Chen Chen, Tyehimba Jess, Cynthia Cruz, Ashley Jones will be at CU soon!)	
Tuesday, April 9, 2019	Poetry, in class (Khadijah Queen, Chen Chen, Tyehimba Jess, Cynthia Cruz, Ashley Jones will be at CU Lit Fest!)	Attend at least ONE reading during CU Lit Fest and complete a 750-word review of the event.
Thursday, April 11, 2019	Spark Project Work Day	Attend at least ONE reading during CU Lit Fest and complete a one-page write-up review of the event. Submit to Canvas!

		Finish Spark page & submit URL to Canvas
Tuesday, April 16, 2019	Lit Fest Reviews Due! Group Spark Presentations	
Thursday, April 18, 2019	Group Spark Presentations	
Tuesday, April 23, 2019	Group Spark Presentations	
Thursday, April 25, 2019	Group Spark Presentations Last day of class! Course evaluations due.	

Final Exams will be held in this classroom on dates/times posted on the University

******The instructor maintains the right to change policies, readings, assignments, and schedules as deemed necessary. Expect such changes! I will announce any changes in class and update the schedule on Canvas as necessary. It is your responsibility to check the schedule and be aware of such changes.******

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