



**ENG 352—The American Novel After World War I:
“Violence in the American 20th Century”
Fall 2012**

Instructor: (Christopher Gonzalez, PhD – Assistant Professor)
Office Location: Hall of Languages 225
Office Hours: MWF 1:00 pm-2:30 pm and by appointment
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COURSE INFORMATION

Materials – Textbooks, Readings, Supplementary Readings:

Textbooks Required:

Hemingway, Ernest. <i>The Sun Also Rises</i>	Baldwin, James. <i>Go Tell it on the Mountain</i>
Cather, Willa. <i>Death Comes for the Archbishop</i>	Silko, Leslie Marmon. <i>Ceremony</i>
Faulkner, William. <i>The Sound and the Fury</i>	McCarthy, Cormac. <i>Blood Meridian</i>
McCullers, Carson. <i>The Heart is a Lonely Hunter</i>	Morrison, Toni. <i>Beloved</i>

Additional readings uploaded in the course site’s “Documents Sharing” tab

*Note: Students are welcome to use alternate editions, including e-books. However, the Norton edition of Faulkner’s *The Sound and the Fury* (available at the Campus Bookstore) is particularly helpful in understanding this formally-challenging novel. You are not required to purchase the Norton edition, but it will particularly enrich your reading experience, which is another way of saying it will make reading Faulkner’s novel less taxing.

Course Description:

ENG 352 concentrates on the novel form of literature and its development in the United States from approximately 1914 to the present. In this course we will concentrate on monumental American novels that have contributed significantly to American literature through their narrative form and structure, thematic content, and articulation of the American experience. Our selected novels for examination are united by their engagement with violence, broadly speaking, and the struggle for the expression of an American identity. Consequently, our examinations of the selected course novels will keep two things in the foreground: American identity and narrative structure. We will constantly question how these two matters intersect with our understandings of the course readings.

Primary readings for this course will consist of eight novels that signify notable achievements in the development of the American novel after WWI (~1914). Because there is nearly a century's worth of novels from which to choose, we will make the most of our time by moving briskly through each novel. We must also keep in mind that reading exemplary novels (and literature in general) does not equate to "easy." The selected novels in this course will challenge you on many levels—from basic reading comprehension, to cognitive effort, to ethical and emotional engagement, and much more. This is to be expected, and I encourage you to rise up and meet this challenge. In addition to this expectation, all students in ENG 352 should plan to engage regularly and productively in discussions (both face-to-face and online); compose an analytical paper (4-6 pp.); and present findings from a close examination of primary material using selected multimedia platforms.

Course Objectives:

1. Students will become active participants in the course, not only in staying current with readings and other assignments but in sharing their understanding of the material with their classmates.
2. Students will become familiar with ways that the American novel has developed over the majority of the 20th century, and will discover ways of writing about the arc of this development.
3. Students will research subjects relevant to the course, including an assigned presentation and a final project of their own selection pertaining to the course, and will present their research to their colleagues and, perhaps, broader audiences.

Student Learning Outcomes:

1. Students will demonstrate their ability to synthesize ideas pertaining to the course as measured by a review of critical responses from the students.
2. Students will demonstrate their understanding of ideas pertaining to the course as measured by a review of each student's presentation on an assigned topic.

COURSE REQUIREMENTS

Instructional / Methods / Activities Assessments

This course consists of a series of activities and assessments to assist you in achieving the outcomes and objectives of this course and instructional units/modules. By the end of this course the class will read and discuss eight novels.

During the semester you will complete several major assignments designed to build on each other intellectually and conceptually. These assignments are:

Participation

10%

You will conduct active participation in discussion, in-class writing, productive collaboration, and exhibit respect for classmates and their work. You will demonstrate participation, in part, by preparing a short written response for each assigned novel and submitting your response via the course website 24 hours

before class. I will specifically call on you to expand on your written response occasionally throughout the semester. We will determine due dates for your responses on the first day of class.

Quizzes **20%**

Quizzes allow you the opportunity to demonstrate that you have a working knowledge of the concepts introduced in the week's readings. Major characters, significant events, and notable concepts from our novels will provide the source material for quizzes. Expect a minimum of ten (10) quizzes in a semester, though more as the class dictates.

Analytical Paper **15%**

This essay is to be 4-6 pages in length and worth 15%. I will distribute viable topics for these essays well in advance of the paper due dates. Each of these papers will unite concepts or ideas from the course readings in order to raise a significant complication to the ideas or perhaps to expand further on these concepts. The goal is twofold: to apply your own critical reasoning skills to illuminate a selection of literature, and to use your writing ability to express your argument in a convincing manner.

Midterm Exam **15%**

The midterm exam will contain definition questions, identification of key terms and concepts, and several essay questions designed to test your ability to bring together theoretical concepts and class readings.

Oral Presentation **20%**

You will be paired together with another student for this assignment. Pairs will choose any passage from any primary text from class we have discussed during the semester. The excerpt from the text must not be more than 500 words in length. The expectation is to analyze the passage. As you and your partner work through and explore your chosen passage, ask yourselves: what do you see in the passage, and how would you describe, evaluate, and/or interpret the passage? Analyze the passage in detail, looking at technique, style, theme, perspective, characterization, ideology, or other matters of interest to you and the critical perspective you are using. You are obligated to stay within the bounds of the excerpt; don't generalize the entire work. You and your partner will then present to the class an oral "close reading" of your exploration of the excerpt in 15-20 minutes. Partners must meet with me in advance of the presentation deadline to ensure expectations for this assignment are absolutely clear.

Final Exam **20%**

The final exam is comprehensive and will follow the same format as the midterm.

Grading

Students' assignment and course grades will be determined by the following:

Participation:	10%
Quizzes:	20%
Analytical Paper:	15%
Midterm Exam:	15%
Oral Presentation:	20%
Final Exam:	<u>20%</u>
Total:	100%

Scale used to compute final letter grades:

A: 100-90

B: 89-80

C: 79-70

D: 69-60

F: 59-0

Technology

This course is web-enhanced. Certain aspects of the course (e.g., grades, discussions, dropbox, virtual office) are accessed via eCollege, the Learning Management System used by TAMUC. You can access eCollege through the MyLeo portal. The majority of your assignments will be submitted through eCollege, so it is essential to your success that you be able to access eCollege in a relatively convenient manner. Because the university provides students access to computers and other technologies, please make use of these items if you do not have a computer of your own. If you have technical questions, please contact Technology Services at 902-468-6000 or at helpdesk@tamuc.edu. Do not allow a technological problem or question keep you from a successful outcome in this course. Technology is designed to facilitate your learning experience in this class, not to hinder it.

There will be no extra credit assignments. As a rule, I do not accept late work.

COURSE AND UNIVERSITY PROCEDURES/POLICIES
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Course Specific Procedures:*Academic Honesty Policy*

Texas A&M University-Commerce and the Department of Literature and Languages do not tolerate **plagiarism** and other forms of **academic dishonesty**. Conduct that violates generally-accepted standards of academic honesty is defined as academic dishonesty. “Academic dishonesty” includes, but is not limited to, plagiarism (the appropriation or stealing of the ideas or words of another person and passing them off as one’s own), cheating on exams or other course assignments, collusion (the unauthorized collaboration with others in preparing course assignments), and abuse (destruction, defacing, or removal) of resource material. Instructors uphold and support the highest academic standards, and students are expected to do likewise. Penalties for students guilty of academic dishonesty include disciplinary probation, suspension and expulsion (Texas A&M University-Commerce Code of Student Conduct 5.b[1, 2, 3]). Cheating, including plagiarizing papers in whole or part, will result in a grade of zero (0) on the assignment for the first offense and failure of the course for any subsequent offenses.

Attendance Policy

Attendance is important to the success of this class and to your development as a writer. Therefore, it is of utmost importance that you notify me of potential conflicts with course expectations. Deadline extensions and other allowances can often be accommodated before they are required, but this requires advance notice. Related to this, SEE ASSIGNMENT POLICY

Classroom Policy

Tardiness is disruptive to the classroom environment, and prevents you from fully participating and assimilating the information and materials discussed in class. Excessive tardiness will lower your participation grade.

Certain electronic devices such as cellphones, laptops, iPads, and e-readers may lead to distractions within class. Please do not use these devices to check for text messages, Facebook and Twitter accounts, your favorite blogs, and the like. If I feel these are proving to be a distraction, individual conferences may be warranted.

Assignment Policy

Student work must be completed and submitted on time. All assignments should be turned in during the class period when they are due. Students who know they will miss class when an assignment is due must contact the instructor as soon as possible in advance of class to arrange for submission of the assignment.

All papers should conform to the MLA style guidelines.

Late Work

I will not accept any assignment after its due date. Assignments submitted after the due date may receive a score of zero (0).

Class Cancellation Policy

In the unlikely event of an emergency, I will contact you via email and request that a note on department letterhead be placed on the door. In addition, I will contact you as soon as possible following the cancellation to let you know what will be expected of you for our next class meeting. Likewise, if you are absent please contact me as soon as possible so that you may inquire as to what material you missed. This is your responsibility.

Drop a Course

A student may drop a course by logging into his/her myLEO account and clicking on the hyperlink labeled "Drop a class" from among the choices found under the myLeo section of the Web page.

Incompletes

Incompletes (grade of "X") are granted only under rare and extraordinary circumstances.

Administrative Withdrawal

I reserve the right to drop a student from the course administratively for excessive absences or violations of student conduct codes.

University Specific Procedures:

ADA Statement

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact:

**Office of Student Disability Resources and Services
Texas A&M University-Commerce**

Gee Library 132
Phone (903) 886-5150 or (903) 886-5835
Fax (903) 468-8148
StudentDisabilityServices@tamu-commerce.edu
[Student Disability Resources & Services](#)

Student Conduct

All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. It is next to impossible to explore ideas in a classroom setting if students and instructors do not feel safe or otherwise supported. I will not tolerate discrimination in all its forms. Likewise, rudeness has no place in any classroom, and I will ensure that my classroom remains a rudeness-free environment. (See *Code of Student Conduct from Student Guide Handbook*).

Responsibility

You are responsible for understanding all of the material contained in this syllabus, as well as any announced changes to this syllabus. You are also responsible for understanding instructions and directives related to assignments, exams, and grades. This means visiting your professor during office hours if instructions and/or directives remain unclear. Unless you state otherwise, I will assume that you have understood what is expected of you in this class.

COURSE OUTLINE / CALENDAR

The following course schedule is subject to revisions and other modifications as the instructor deems necessary for the course. Any changes to the course schedule will be announced on the course website in advance of the week in which the change will occur.

Week 1	
8/27	Syllabus
8/29	Hemingway, <i>The Sun Also Rises</i> (Chapters)
8/31	Hemingway, <i>The Sun Also Rises</i>
Week 2	
9/3	No Class (Labor Day)
9/5	Hemingway, <i>The Sun Also Rises</i>
9/7	Hemingway, <i>The Sun Also Rises</i>
Week 3	
9/10	Cather, <i>Death Comes for the Archbishop</i>
9/12	Cather, <i>Death Comes for the Archbishop</i>
9/14	Cather, <i>Death Comes for the Archbishop</i>
Week 4	
9/17	Cather, <i>Death Comes for the Archbishop</i>
9/19	Faulkner, <i>The Sound and the Fury</i>
9/21	Faulkner, <i>The Sound and the Fury</i>
Week 5	

9/24	Faulkner, <i>The Sound and the Fury</i>
9/26	Faulkner, <i>The Sound and the Fury</i>
9/28	Faulkner, <i>The Sound and the Fury</i>
Week 6	
10/1	McCullers, <i>The Heart is a Lonely Hunter</i>
10/3	McCullers, <i>The Heart is a Lonely Hunter</i>
10/5	McCullers, <i>The Heart is a Lonely Hunter</i>
Week 7	
10/8	McCullers, <i>The Heart is a Lonely Hunter</i>
10/10	Recap/Review
10/12	Midterm Exam
Week 8	
10/15	Baldwin, <i>Go Tell it on the Mountain</i>
10/17	Baldwin, <i>Go Tell it on the Mountain</i>
10/19	Baldwin, <i>Go Tell it on the Mountain</i>
Week 9	
10/22	Baldwin, <i>Go Tell it on the Mountain</i>
10/24	Baldwin, <i>Go Tell it on the Mountain</i>
10/26	Silko, <i>Ceremony</i>
Week 10	
10/29	Silko, <i>Ceremony</i>
10/31	Silko, <i>Ceremony</i>
11/2	Silko, <i>Ceremony</i>
Week 11	
11/5	McCarthy, <i>Blood Meridian</i>
11/7	McCarthy, <i>Blood Meridian</i>
11/9	No Class Analytical Paper Due
Week 12	
11/12	McCarthy, <i>Blood Meridian</i>
11/14	McCarthy, <i>Blood Meridian</i>
11/16	Morrison, <i>Beloved</i>
Week 13	
11/19	Morrison, <i>Beloved</i>
11/21	Make-up Day
11/23	Thanksgiving
Week 14	
11/26	Morrison, <i>Beloved</i>
11/28	Morrison, <i>Beloved</i>
11/30	Morrison, <i>Beloved</i>
Week 15	
12/3	Presentations
12/5	Presentations
12/7	Presentations
Final Exam: Friday, December 14, 2012 (8:00 am-10:00am)	

