Catalog Description: Reading in-depth of the works of one or more major American writers.

Texts:
- The Old Settler, John Henry Redmond (PBS has a website of the production!)
- The Little Foxes, Lillian Hellman (Film will be shown.)
- Desire Under the Elms, Eugene O'Neill
- Twilight, Anna Deavere Smith (Film will be shown.)
- Zoo Story, Edward Albee
- The Glass Menagerie, Tennessee Williams
- Death of a Salesman, Arthur Miller (Film will be shown.)
- Zoot Suit, Luis Valdez (Language may be offensive to some students.)

Theme: The struggle of the individual v. society

Mon. - Jan. 14--Introduction of ourselves, course expectations, filling out of bio cards, distribution of syllabi
Fri. - Jan 25--Wed., Jan. 30--The Little Foxes, Lillian Hellman
Fri. - Feb. 1--Wed., Feb. 6--First paper or project (A paper generally must accompany most assignments. See end of syllabus for specific details. Presentations which are verbatim are required.)
Th., Feb. 7 and Fri., Feb 8--WINTER CARNIVAL RECESS
Mon., Feb. 11 and Wed., Feb. 13--conclude first papers/projects
Fri., Feb. 15--Wed., Feb. 20--The Old Settler, John Henry Redmond
Fri., Feb. 22--Fri., Mar. 1--Death of A Salesman, Arthur Miller
Mar. 4-8--SPRING BREAK
Fri., Mar. 22--Fri., Mar. 29--The Glass Menagerie, Tennessee Williams
Mon., Apr. 1 and Wed., Apr. 3--Zoo Story, Edward Albee
Fri., Apr. 5--Wed., Apr. 10--Zoot Suit, Luis Valdez
Fri., April 12--cushion for concluding Zoot Suit and begin Twilight, Anna Deavere Smith
Mon., Apr. 15--Fri., Apr. 19--Twilight
Mon., Apr. 22--Wed., May 1--Final papers/projects
Fri., May 3--CUSHION FOR EMERGENCIES
FINALS WEEK--May 6-10--There is no examination in this class.

Commencement: Saturday, May 11

Grading Policy: Grades are based, entirely, on the three paper/projects. They have equal weight and should be 750 words, double-spaced. This is strictly enforced. Sometimes, I give two grades, one for content and another for grammar. If you insist, I will average these, but I give two grades in the student's best interest.
ACADEMIC PROBATION: If you are on academic probation, do not be ashamed to tell me. I can help you if you let me know early in the semester, rather than the last week.

GRADING CRITERIA: Attached to this syllabus on the last page.

ADA Request: Because I am visually impaired, I cannot read pencil at all. Any work not done in a size 14 font and not double-spaced presents considerable difficulty for me.

INDEPENDENT STUDY: I have three classes this term and will find doing any independent study with a student an absolute impossibility.

PERSONAL COUNSELING: Students with serious personal problems are strongly encouraged to seek professional counseling. You may share personal problems with me, especially if they impact your academic work, but my conferences should generally be limited to academic counseling.

ATTENDANCE POLICY: I reserve the right to reduce a student's final grade to a B in the event of seven (7) absences, regardless of the reason. If a student has eight (8) absences, I reserve the right to reduce the final grade to a C. If a student has nine absences, I reserve the right to lower a student's grade to a D. I reserve the right to give any student an F who has ten or more absences, even if all the work is turned in, which is generally not the case. Attendance at all classes is university policy, but all of us with genuine illnesses, plant trips, death of close friends or family, weddings are understandable reasons for missing. I regard very highly my own attendance and expect the same of you. Impossible weather conditions where lives are jeopardized will also be legitimate reasons for missing. Be here if at all possible, please!

PAPERS/PROJECTS

You have choices of:

1. a critical paper, supported by three articles found in refereed journals, usually indexed in the MLA Bibliography or JSTOR.

2. a performance analysis of an actor's work we study in class. You will need three reviews from quality newspapers or magazines and Current Biography is a good place to begin.

3. a historical or social analysis of a play, undergirded by theory, history or statistical data from a reputable source.

4. a creative project, with a scholarly narrative, including, but not limited to music, puppetry, a website, a drawing, a painting, photography, films, original poetry/drama. All creative projects must also show research in three scholarly articles.
No set of criteria can include all the characteristics of every forceful and convincing piece of writing or speaking. However, the purpose of this form is to help you learn to incorporate certain elements of effective communication in all your papers and speeches.

**CONTENT**

Central idea: clear; limited; implications of situation carefully considered? adapted to audience?
Support: sufficient, relevant? specific? sources attributed as needed?

**ORGANIZATION**

Beginning engages interest? indicated purpose? Development: thoughtful analysis apparent? Purpose and relationship of sections clear? paragraphs coherently structured?
Ending: significance maintained? Is there a sense of closure?

**EXPRESSION**

Tone: indicates involvement with subject? (I hold that tone is the single most important element in writing.) Appropriate to purpose and audience?
Appropriately maintained?
Sentences: clear? concise? varied? patterns suitable for reading and/or listening?
Word Choice: accurate? appropriate to audience?

**DELIVERY**

Conveys involvement with audience and subject: animation? (Is your delivery alive and enthusiastic?) Are gestures appropriate? Do you have too many gestures? Are they overdone? Eye contact? Too much reliance on notes? Are you familiar with the piece you are presenting?
Voice: articulation clear? appropriate projection? intensity? rate?

**MECHANICS (Writing and speaking)**

Punctuation? Spelling?
Usage: tense? subject-verb agreement? (This can be very serious.)
Do you write in fragments? (This is a serious problem.)
Documentation: form correct? We use the MLA Handbook as our guide.
It can be purchased. I recommend the Fourth Edition. It is also available on the World Wide Web. It is in the library and in the Writing Center.