Beth Flynn  
HU3510, The American Novel  
Fisher 127  
T,Th 11:05-12:20  
Fall, 2002  
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Office Hours: T,Th 12:30-2 and by appointment

**Texts:**


Note: The Lupak book is not yet in the bookstore. You might try an Internet vendor. The bookstore returns books a few weeks into the term so you'll need to buy all of the books at the beginning of the term.

**Supplies:**

You'll need a file folder to hold journal entries, drafts, and critique sheets. I'll bring in some used ones if you'd prefer not to buy a new one. I will be collecting in-class journal entries each class period. I will collect drafts and critique sheets on the day formal essays are due. Please have the file folder by Thursday of week one.

**Purpose:**

The course is described in the catalog as follows:

> Examination of the novel in America with special attention to the historical, sociological, and personal contexts within which the author is writing.

**Writing Assignments:**

**Journal:**

For each class session in which there are assigned readings, you will be asked to write one or more in-class journal entries. The entries will provide you an opportunity to reflect on the material you have read and to record your reactions in a focused way. These entries are not formal and need not be polished or well organized. The act of writing should stimulate you to make connections you might not previously have made.

**E-Mail Message:**

Once during the term you should put an observation about course readings, class discussion, or presentations on e-mail. The observation can also be something you read or observed that is pertinent to the course. The list will be set up so that it can go to the entire list if you send it to eaf3510-I@mtu.edu or to me if you send it to eflynn@mtu.edu. Please note that "I" is the twelfth letter of the alphabet rather than the number one. The message should be at least a screen long.
Formal Writing:

Three formal papers will be required.

The first is a four-page essay (approximately 1,000 words) in which you describe your experience reading literature and/or viewing films. You might want to focus on early childhood experiences or later experiences. Some questions you might consider addressing are as follows: What is your attitude toward the reading of literature or the viewing of films? How much literature have you read or how many films have you seen? What are some of the works/films you've enjoyed the most? What works/films have you liked the least? Why?

The second is a four-page (approximately 1,000 words) comparison between one or more of the assigned novels and another novel or film not assigned in class. Focus on similarities or differences between them. If the novel you select has been made into a film, feel free to discuss the film based on them as well. You'll have to briefly summarize works not discussed in class.

The third is a four-page (approximately 1,000 words) analysis of one of the critical essays in the Lupak book or another critical essay that focuses on one of the novels discussed in class, another American novel, or other American novels. Summarize in detail the essay's argument. Try to characterize the critical approach taken. Do you find the argument convincing? Why or why not?

Presentations:

You will have an opportunity to present essays # 1, 2, and 3 in four-minute presentations. The presentation should be based on the paper you have submitted but should be tailored for oral delivery. Please use at least one overhead that provides an outline of your paper and a thesis statement. Please include a paper copy of the outline and thesis statement with your paper. Also, please put a complete heading on the outline including your name, my name, title of the course, date, and the assignment.

Attendance:

Attendance is mandatory. Much of the course involves conversation about course readings. If you miss those conversations, you will have missed a good deal of the course content. More than three unexcused absences will affect your grade.

Late Papers:

Since the course emphasizes the revision process and since it is important that presentations be based on finished essays, drafts and final essays must be submitted on time. Late papers will affect your grade.

Grades:

Your grade will be based on the following:

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Journal, e-mail, and critiques</td>
<td>25%</td>
</tr>
<tr>
<td>Presentation # 1</td>
<td>5%</td>
</tr>
<tr>
<td>Presentation # 2</td>
<td>5%</td>
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<tr>
<td>Presentation # 3</td>
<td>5%</td>
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<tr>
<td>Formal essay # 1</td>
<td>20%</td>
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<tr>
<td>Formal essay # 2</td>
<td>20%</td>
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<tr>
<td>Formal essay # 3</td>
<td>20%</td>
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Criteria for Evaluation:

A Papers and Presentations:

The author makes an original contribution so that the reader becomes involved and learns from the piece or presentation. The central point of the essay is clear, and the parts of the essay have been connected effectively. The outline for the presentation is correct in form and effective. Support for the point is appropriate for the intended audience and convincing. The reader's or listener's needs have been taken into consideration. There are few if any errors.

B Papers and Presentations:

The writing or speaking is clear, but the contribution does not seem especially original or new. The central point is clear, but the parts of the essay or talk could be connected more effectively. Support for the point is adequate for the intended audience and fairly convincing. The reader's or listener's needs have been taken into consideration to an extent. There are some errors.

C Papers and Presentations:

Takes some effort on the part of the reader or listener to get through the essay or talk. The paper or talk does not have a strong focus, and it is not always clear how the parts support the thesis. Support for the point is not especially appropriate for the intended audience and not especially convincing. The reader's or listener's needs have not always been taken into consideration. There are a number of errors.

D Papers and Presentations:

The reader or listener cannot figure out what point the writer or speaker is trying to make. The central point is not at all clear, and the parts do not support it. Support for the point is inappropriate for the intended audience and not convincing. The reader's or listener's needs have not been taken into consideration. There are many errors.

F Papers and Presentations:

The paper or talk does not respond to the assignment at all or has not been handed in or presented.

Other:

When papers are returned, most papers will have a letter grade on them. If you receive a grade lower than A, you may revise the essay and submit it no later than two weeks after it is returned. A few papers, though, will have an "R" on them. This means that the paper must be revised within two weeks of the time the paper was returned, and only the revision will be graded. I will usually suggest that individuals who receive Rs see me before revising. Please include the original paper with the revision.

Remember that formal essays should have titles. Please leave at least an inch margin on the sides and top and bottom of the paper and remember to number the pages on papers. Label all
work. Include your name, my name, the course number and time, the date, and the course
assignment. Be sure to indicate if the paper is a draft, a formal paper, or a revision.

MTU complies with all federal and state laws and regulations regarding discrimination, including
the Americans with Disabilities Act of 1990 (ADA). If you have a disability and need a reasonable
accommodation for equal access to education or services at MTU, please call Dr. Gloria Melton,
Associate Dean of Students (7-2212). For other concerns about discrimination, you may contact
your advisor, department head or chair, or the Affirmative Action Office (3310).

It may be necessary to alter the syllabus as the quarter proceeds in order to better meet the
instructional needs of the class.

Plagiarism—using the ideas or words of others without acknowledging the source—is unethical
and a violation of University policy. Plagiarism cases will be handled by the Dean of Students.
Some consequences of plagiarism could be failure of a paper or course. The University has
subscribed to an anti-plagiarism service that can detect plagiarized material. If you have
questions about the proper way to cite the ideas of someone else, please see me.

Course Schedule:
Week 1 (August 27-29)
T Introduction
Th Vonnegut, Ch. 1-2

Week 2 (September 3-5)
T Vonnegut, Ch. 3-4
Th Vonnegut, Ch. 5, proposal for essay # 1 due.

Week 3 (September 10-11)
T Vonnegut, Ch. 6-10; Lupack, pp. 51-76, draft of essay # 1 due.
Th Heller, Ch. 1-7.

Week 4 (September 17-19)
T Essay # 1 due. Presentations.
Th Presentations.

Week 5 (September 24-26)
T Heller, Ch. 8-15, proposal for essay # 2 due.
Th Heller, Ch. 16-23.

Week 6 (October 1-3)
T Heller, Ch. 24-31, draft of essay # 2 due.
Th Heller, Ch. 32-39.

Week 7 (October 8-10)
T Heller, Ch. 40-42, Lupak, pp. 16-35.
Th Essay # 2 due. Presentations.

Week 8 (October 15-17)
T Presentations.
Th Kesey, pp. 9-77.

Week 9 (October 22-24)
T Kesey, pp. 78-128.
Th Kesey, pp. 129-190.

Week 10 (October 29-October 31)
T Kesey, pp. 191-272, Lupak, pp. 36-50.
Th Film.

Week 11 (November 5-7)
T Walker, pp. 11-70.
Th Walker, pp. 71-143.

Week 12 (November 12-14)
T Walker, pp. 144-212.
Th Walker, pp. 213-251, Lupak, pp. 112-130.
Th

Week 13 (November 19-21)
T Kingsolver, Ch. 1-5.
Th Kingsolver, Ch. 6-9, proposal for essay #3 due.

Week 14 (December 3-5)
T Kingsolver, Ch. 10-17, draft of essay #3 due.

Week 15 (December 10-12)
T Essay #3 due, presentations.
Th Presentations, portfolio analysis due.