Instructor Information

Instructor: Stephanie Carpenter, PhD
Office Location: Walker 342
E-mail: stcarpe@mtu.edu
Office Hours: TR 3:30-4:45 and by appointment

Course Identification

Course Number: 14733-HU2501-R01
Course Name: The American Experience in Literature
Course Location: Fisher Hall 0126
Class Times: TR 11:05-12:20
Prerequisites: None

Course Description/Overview

This course offers a survey of important works in American literature from its origins to the present day. We will focus on historical trends in the development of American literature and on culturally-significant works of poetry, fiction, and nonfiction.

Course Learning Goals

HU2501 is a general education course. As such it forwards the following University Student Learning Goals:

Goal 4: Critical & creative thinking. Students will be able to think critically and creatively, as demonstrated by their broad, adaptable and versatile use of reasoning, logic, and evidence to access and evaluate information and solve complex problems both independently and in groups.

Goal 8: Values and civic engagement. Students will be able to address conflicting moral, ethical, and legal questions, and identify and develop a personal sense of ethical responsibility for the broader impact of their actions on science and a sustainable society.

With the above as our overarching goals, in this course, students will . . .

• Gain familiarity with a range of literary forms, styles, and subject matters.
• Identify major themes and other literary elements in the works studied;
• Practice asking (and answering) analytical questions about literary works;
• Build original interpretations of the works we read, through evidence-based analyses and creative imitations;
• Participate actively in class discussions of the works we read.
Course Resources

Course Website:
- Canvas<http://www.courses.mtu.edu>

Required Course Texts:
- Frederick Douglass, Narrative of the Life of Frederick Douglass, Bedford/St. Martin’s (Second Edition; ISBN 0312257376)
- Ernest Hemingway, In Our Time, Scribner (ISBN 0684822768)

Course Work

Reading quizzes:
To be administered at the beginning of the class period, these quizzes will emphasize comprehension and light analysis of that day’s reading assignment. I will give 12 reading quizzes over the course of the semester. They will not be announced in advance, but you should anticipate approximately one per week. Missed quizzes cannot be made up, though you may arrange to take them in advance if you will be missing class for a documented reason.

Creative responses:
In response to Rowson’s novel Charlotte Temple, I will ask you to write a short didactic piece of your own, taking on a contemporary social problem of interest to you (Learning Goals 4 & 8).

In response to Ernest Hemingway’s short story collection In Our Time, I will ask you to compose a short story in imitation of Hemingway’s distinctive style (Learning Goal 4).

Comparative paper:
After we read Frederick Douglass’s Narrative and related texts, I’ll assign a comparative paper that asks you to think about qualities of Douglass’s text as compared to other narratives of enslavement, or in comparison to other texts of his (Learning Goal 4).

Final project:
You may choose to work alone or with a partner for the final project, a multi-media/multi-modal response to Don DeLillo’s novel, White Noise (Learning Goals 4 & 8).

I will provide you with detailed instructions for these writing assignments in the weeks to come!

Late work: ***I deduct 5% per day for late work***. Thus, if you turn in an assignment two days late, the maximum you can possibly get on it is an AB (90%). Extensions and exceptions will be made in rare circumstances; please TALK TO ME in advance if you foresee a problem completing your work on time.
Formatting: All work submitted for this class must be typed, double-spaced, in Times Roman 12-point font or an equivalent, with 1-inch margins on all sides and no extra spaces between lines or letters. (Make sure you've set up your word processing program according to these guidelines; do not just turn in your work in the default format of your word processing program).

Your papers and creative imitations should have original titles reflecting their content and aims.

Michigan Tech Multiliteracies Center (MTMC): It’s your responsibility to submit your work in as polished a state as possible. If you would like feedback on your work before the due date, please consider visiting the Multiliteracies Center. This free resource exists to help you with writing projects for any course on campus. For more information about the MTMC or to schedule an appointment, go to the MTMC website at http://www.mtu.edu/humanities/resources/mtmc/ or call (906) 487-2007. The MTMC is located in 107 Walker.

Attendance and Participation

Attendance and participation will be critical to your success in this course. If you must miss a class, you are responsible for obtaining notes from one of your classmates.

Two tardies of five minutes or more will count as an absence; leaving class more than 15 minutes early also counts as an absence.

If you are using your electronic devices for recreational purposes, working on non-course related projects, or texting during class I will count you as absent for the day. (If you have a personal emergency, let me know. Please also let me know if you use your phone as an e-reader).

Three absences will bring your overall grade down by half a letter (50 points); five will bring it down by a full letter (100 points); if you miss six or more class meetings, you will not pass this class.

Your level of engagement in the class also affects this part of your grade.

- Always bring the readings to class! If you don’t have the materials necessary for the day’s work, I may ask you to leave (and mark you as absent for the day).
- Be respectful of me and of your classmates.
- Speak in class. I’d be happy to talk with you about ways to increase your involvement!

I expect you to participate actively and thoughtfully in our class discussions. I will determine participation grades at the midterm and end of the semester. Here’s how I evaluate participation:

Meets attendance requirements; participates thoughtfully and respectfully in every class discussion 100%
Meets attendance requirements; participates thoughtfully and respectfully in many class discussions: 90%
Meets attendance requirements; occasionally participates or participates superficially: 80%
Meets attendance requirements; rarely participates or participates without seeming to have completed the reading assignments: 70%
And so on…
Under some circumstances, with proper notification and documentation, an absence may be excused (see http://www.mtu.edu/dean/conduct/policy/attendance/ for guidelines).

**Grading Scheme**

Your semester grade in this course will be determined as follows:

- Reading quizzes (12) 20%
- Creative responses (2) 30%
- Comparative paper (1) 15%
- Final project 20%
- Attendance & Participation 15%

**Grading System**

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Percentage</th>
<th>Grade points/credit</th>
<th>Rating</th>
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</thead>
<tbody>
<tr>
<td>A</td>
<td>93% &amp; above</td>
<td>4.00</td>
<td>Excellent</td>
</tr>
<tr>
<td>AB</td>
<td>87% – 92%</td>
<td>3.50</td>
<td>Very good</td>
</tr>
<tr>
<td>B</td>
<td>82% – 86%</td>
<td>3.00</td>
<td>Good</td>
</tr>
<tr>
<td>BC</td>
<td>76% – 81%</td>
<td>2.50</td>
<td>Above average</td>
</tr>
<tr>
<td>C</td>
<td>70% – 75%</td>
<td>2.00</td>
<td>Average</td>
</tr>
<tr>
<td>CD</td>
<td>65% – 69%</td>
<td>1.50</td>
<td>Below average</td>
</tr>
<tr>
<td>D</td>
<td>60% - 64%</td>
<td>1.00</td>
<td>Inferior</td>
</tr>
<tr>
<td>F</td>
<td>59% and below</td>
<td>0.00</td>
<td>Failure</td>
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<tr>
<td>I</td>
<td>Incomplete; given only when a student is unable to complete a segment of the course because of circumstances beyond the student’s control.</td>
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<tr>
<td>X</td>
<td>Conditional, with no grade points per credit; given only when the student is at fault in failing to complete a minor segment of a course, but in the judgment of the instructor does not need to repeat the course. It must be made up by the close of the next semester or the grade becomes a failure (F). A (X) grade is computed into the grade point average as a (F) grade.</td>
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**University Policies**

**Academic integrity:**

Academic integrity and honesty are central components of a student's education, and ethical conduct fostered in an academic context will be carried into a student's professional career. Academic integrity is essential in a community of scholars searching and learning to search for truth. Anything less than total commitment to integrity undermines the efforts of the academic community. Both students and faculty are responsible for insuring the academic integrity of the University.

This policy applies to the academic conduct of all persons at Michigan Technological University who have ever matriculated at the University, whether or not the person is enrolled at the time an allegation of academic misconduct is made.

This policy addresses academic misconduct in course work. Allegations of misconduct in research or publication are addressed under the Misconduct in Research, Scholarly and Creative Endeavors (http://www.mtu.edu/research/administration/integrity-compliance/pdf/Misconduct_in_Research_Scholarly_Creative_Endeavors_Policy.pdf) and its

Of these policies, the university’s position on plagiarism is most relevant to HU 2501. Plagiarism or other appropriation of the work of another individual and presenting it as if it were one's own or without credit to the originator as is required by commonly accepted practices in the community of one’s discipline; plagiarism also includes self-plagiarism, for example excerpting or reusing papers written for another class.

**Student disability services:**
Michigan Tech complies with all federal and state laws and regulations regarding discrimination, including the Americans with Disabilities Act of 1990. For more information about reasonable accommodation for or equal access to education or services at Michigan Tech, please call the Dean of Students Office, at (906) 487-2212 or go to http://www.mtu.edu/dean/disability/policies/

**Assessment:**
Student work products (exams, essays, projects, etc.) may be used for purposes of university, program, or course assessment—the institution’s efforts to evaluate the effectiveness of its programming. All work used for assessment purposes will not include any individual student identification.
**Course Schedule**

*Note: The readings listed beside each date should be completed by that date.*

**Week 1: The Power of Sympathy**
- **T 1/14** Course introduction
- **Th 1/16** *Charlotte Temple*, pp. XLIX-38 (Author’s Preface through Chapter 9)

**Week 2: The Power of Sympathy**
- **T 1/21** *Charlotte Temple*, pp. 39-74 (Chapters 10-19)
- **Th 1/23** *Charlotte Temple*, pp. 75-102 (Chapters 20-26)

**Week 3: The Power of Sympathy**
- **T 1/28** *Charlotte Temple*, pp. 103-132 (Chapters 27-35)
- **Th 1/30** CT responses due in class; share in small groups.

**Week 4: Individualism**
- **T 2/4** *Narrative of the Life of Frederick Douglass*, pp. 31-75 & 129-131; “Slave Narratives” (Canvas)
- **Th 2/6** NO CLASS; WINTER CARNIVAL

**Week 5: Individualism**
- **T 2/11** *Narrative of the Life of Frederick Douglass*, pp. 75-125
- **Th 2/13** “What to the Slave is the Fourth of July?,” pp. 146-171 & Thoreau, “Civil Disobedience” (Canvas)

**Week 6: Individualism**
- **T 2/18** Douglass papers due in class; Whitman, excerpts from “Song of Myself” (read sections 1-16 and 48-52); screen Whitman film
- **Th 2/20** Continue Whitman & excerpt from Emerson’s “The Poet” (Canvas)

**Week 7: The Modern Condition**
- **T 2/25** *In Our Time*, 11-89
- **Th 2/27** NO CLASS

**Week 8: The Modern Condition**
- **T 3/4** *In Our Time*, 90-X
- **Th 3/6** *In Our Time*, X-157

**Hemingway creative imitations due by Friday, 3/7 at 5PM**

**SPRING BREAK—NO CLASS**

**Week 9: Harlem Renaissance**
- **T 3/18** Hughes, “The Negro Artist and the Racial Mountain” and selected poems; Cullen, selected poems (Canvas)
- **Th 3/20** Larsen, “Sanctuary” McKay, “Minnie and Her Sweetman” (Canvas)
Week 10: Harlem Renaissance & Southern Gothic
*T 3/25* Hurston, excerpt from “Characteristics of Negro Expression” and “The Gilded Six Bits” (Canvas)
*Th 3/27* O’Connor, “A Good Man is Hard to Find” and Welty, “Why I Live at the PO” (Canvas)

Week 11: Twentieth Century Voices
*Th 4/3* Carver, “Cathedral” and Mason, “Shiloh” (Canvas)

Week 12: Postmodernism
*T 4/8* White Noise, pp. 1-53
*Th 4/10* White Noise, pp. 54-104

Week 13: Postmodernism
*T 4/15* White Noise, pp. 107-193; **project proposals due**
*Th 4/17* White Noise, pp. 194-244

Week 14: Postmodernism
**Powerpoint slides due to me by email (stcarpe@umflint.edu) by 8AM, Tuesday 4/22**
*T 4/22* White Noise, pp. 245-310 & presentations
*Th 4/24* White Noise wrap-up & presentations

**Finals Week**
White Noise projects due Tuesday, 4/29 by 5PM
<table>
<thead>
<tr>
<th>Critical &amp; Creative Thinking</th>
<th>What is being assessed</th>
<th>Beginning</th>
<th>Developing</th>
<th>Proficient</th>
<th>Exemplary</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Explanation of Issues</strong></td>
<td>Clear and comprehensive communication of issues or problems</td>
<td>Issue/problem to be considered critically is stated but description leaves some terms undefined, ambiguities unexplored, boundaries undetermined, and/or backgrounds unknown.</td>
<td>Issue/problem to be considered critically is stated, described, and clarified so that understanding is not seriously impeded by omissions.</td>
<td>Issue/problem to be considered critically is stated clearly and described comprehensively, delivering all relevant information necessary for full understanding.</td>
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<tr>
<td><strong>Evidence</strong></td>
<td>Critical analysis or synthesis of information from a variety of sources</td>
<td>Information is taken from one or a few sources without any interpretation/evaluation. Viewpoints of experts are taken as fact, without question.</td>
<td>Information is taken from a variety of sources with some interpretation/evaluation, but not enough to develop a coherent analysis or synthesis. Viewpoints of experts are taken as mostly fact, with little questioning.</td>
<td>Information is taken from a variety of sources with enough interpretation/evaluation to develop a comprehensive analysis or synthesis. Viewpoints of experts are subject to questioning.</td>
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<tr>
<td><strong>Student's Position</strong></td>
<td>Consideration of other's points of view in developing one's own imaginative perspective, thesis, or hypothesis</td>
<td>Specific position (perspective, thesis/hypothesis) is stated, but is simplistic and obvious.</td>
<td>Specific position (perspective, thesis/hypothesis) acknowledges different sides of an issue.</td>
<td>Specific position (perspective, thesis/hypothesis) is imaginative, taking into account the complexities of an issue. Others' points of view are acknowledged within position (perspective, thesis/hypothesis).</td>
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<td>Specific position (perspective, thesis/hypothesis) takes into account the complexities of an issue. Others' points of view are acknowledged within position (perspective, thesis/hypothesis).</td>
<td></td>
<td>Specific position (perspective, thesis/hypothesis) is imaginative, taking into account the complexities of an issue. Limits of position (perspective, thesis/hypothesis) are acknowledged. Others' points of view are synthesized within position (perspective, thesis/hypothesis).</td>
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<tr>
<td>Critical &amp; Creative Thinking</td>
<td>What is being assessed</td>
<td>Beginning 1</td>
<td>Developing CORE 2000 milestone 2</td>
<td>Proficient 3</td>
<td>Exemplary 4</td>
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<tr>
<td><strong>Solving Problems</strong></td>
<td>Creative problem-solving by developing alternatives to choose from</td>
<td>Only a single approach is considered and is used to solve the problem.</td>
<td>Considers and rejects less acceptable approaches to solving problem.</td>
<td>Having selected from among alternatives, develops a logical consistent plan to solve the problem.</td>
<td>Not only develops a logical, consistent plan to solve problem, but recognizes consequences of solution and can articulate reason for choosing solution.</td>
</tr>
<tr>
<td><strong>Thinking Innovatively</strong></td>
<td>Creating and applying novel ideas</td>
<td>Reformulates a collection of available ideas.</td>
<td>Experiments with creating a novel or unique idea, question, format, or product.</td>
<td>Creates a novel or unique idea, question, format, or product.</td>
<td>Extends a novel or unique idea, question, format, or product to create new knowledge or knowledge that crosses boundaries.</td>
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</table>

May 2013
# University Student Learning Goal 8: Values & Civic Engagement Rubric

<table>
<thead>
<tr>
<th>Values and Civic Engagement</th>
<th>What is being assessed</th>
<th>Beginning 1</th>
<th>Developing 2 - Core 2000</th>
<th>Proficient 3</th>
<th>Exemplary 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ethical Issue Recognition</td>
<td>Recognition of ethical issues and how they are situated</td>
<td>Student can recognize basic and obvious ethical issues</td>
<td>Student can recognize ethical issues when issues are presented in a complex, multilayered, gray context OR can recognize interrelationships among the issues</td>
<td>Student can recognize ethical issues presented in a complex, multilayered, gray context AND can recognize interrelationships among the issues</td>
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<tr>
<td>Diversity of Communities and Cultures</td>
<td>Self-awareness of own values and consideration of other value systems</td>
<td>Student can state personal core beliefs</td>
<td>Student demonstrates an awareness of diversity of communities, cultures, and views (i.e., can identify differences), and a basic ability to reflect on differences and what can be learned from diverse cultures and communities</td>
<td>Student demonstrates an ability to reflect on content of personal beliefs and an openness to learning from diverse cultures and communities</td>
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</tr>
<tr>
<td>Civic Communication</td>
<td>Communication skills in a public (civic) or class (group) setting</td>
<td>Student communicates in civic/group context, showing ability to do one of following: express, listen, adapt ideas and messages based on others’ perspectives</td>
<td>Student communicates in civic/group context with ability to effectively do more than one of the following: express, listen, and adapt ideas and messages based on others’ perspectives</td>
<td>Student can tailor communication strategies in civic/group contexts to effectively express, listen, and adapt to others to further civic/group objectives</td>
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</tbody>
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May 2013