



SUFFOLK UNIVERSITY

MADRID CAMPUS

ENG 142 M1 - STUDIES IN AMERICAN LITERATURE

Instructor Information:

Instructor: Tracy Wood

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Course Information:

Catalog Description: Study of argumentative writing and research through extensive work with writing process and revision and the critical reading of a variety of texts.

Credit Hours: 4 credit

This course follows the US Federal Government's Credit Hour definition: "An amount of work represented in intended learning outcomes and verified by evidence of student achievement that is an institutional established equivalence that reasonably approximates no less than:

- (1) One hour of classroom or direct faculty instruction and a minimum of two hours of out of class student work each week for approximately fifteen weeks for one semester or trimester hour of credit, or ten to twelve weeks for one quarter hour of credit, or the equivalent amount of work over a different amount of time; or
- (2) At least an equivalent amount of work as required in paragraph (1) of this definition for other academic activities as established by the institution including laboratory work, internships, practica, studio work, and other academic work leading to the award of credit hours."

For full up-to-date statement:

https://cihe.neasc.org/sites/cihe.neasc.org/files/downloads/POLICIES/Pp111_Policy_On_Credits-And-Degrees.pdf

A more detailed breakdown of the student engagement is given below:

Assignment/Activity	Engagement Estimate	Engagement Hours
Course Readings	525 pages x 8 minutes per page	70 hours
Essay #1	10 hours	10 hours
Midterm Exam	10 hours	10 hours
Writer Project Research	15 hours	15 hours
Writer Project Essay	10 hours	10 hours
Essay #2	10 hours	10 hours
Final Exam	10 hours	10 hours
Class Attendance	3 hours x 15 hours per week	45 hours
TOTAL		180 HOURS

Textbooks/Required Materials:

None. All texts will be placed on Blackboard.

Course Goals & Learning Objectives:

GOALS	OBJECTIVES	ASSESSMENTS
Upon completion of this course, students should be able to understand:	By the end of this course, students should be able to:	How the student will be assessed on these learning outcomes
<ul style="list-style-type: none">• academic work as a recursive process of inquiry, using writing and research to form new questions and pursue existing enduring questions.	<ul style="list-style-type: none">• Craft questions that guide research, making their process manageable and likely to yield insights;• Find, summarize, analyze, evaluate, and synthesize appropriate sources;• Integrate evidence in their own writing in a way that complicates (develops, refines, extends, refutes, and deepens) their own ideas;• Produce research-based writing in formats appropriate to the context, purpose, genre, and audience.	<ul style="list-style-type: none">• proposal• peer review of proposal• critique• synthesis essays• journal responses to course readings
<ul style="list-style-type: none">• genre expectations for some research-based writing contexts within the university.	<ul style="list-style-type: none">• Use an academic documentation style consistently and appropriately;• Articulate the rhetorical choices they have made as a writer and researcher, illustrating their awareness of a writer's relationship to the subject, context, purpose, and audience;• Use a variety of media (print and digital) to address different audiences, as appropriate;• Produce prose with few surface-level convention errors that distract readers from attending to the meaning and purpose of the writing.	<ul style="list-style-type: none">• bibliography• journal responses to online source quality• formal essays requiring secondary source use• peer writing workshops• journal responses to sources and media• respond to peer reviews in small groups• final exam
<ul style="list-style-type: none">• how to read and think critically about different social and cultural perspectives in the texts they study.	<ul style="list-style-type: none">• Recognize bias in texts, information sources, or other research contexts;• Identify the social dynamics figuring in the choices and actions of others in texts;• Discuss how cultural traditions and subcultures may inform the meaning of a text.	<ul style="list-style-type: none">• bibliography• critique• peer review of essays• journal response to bibliographic sources• discuss readings in small groups• journals responding to course readings

Course Policies:

Late assignments: Excused or unexcused absences are not justification for late assignments. Please submit in advance (in my mailbox or via email) any assignments on the day on which they are due. Note: It is the student's responsibility to ensure that the professor receives the document on time. Essays received after class will be considered late and will be marked down.

Classroom policies:

Class Behavior: Students are expected to come to class equipped with a copy of the required texts and other pertinent materials. Correct classroom behavior is also expected. Eating and drinking (with the exception of water) are not permitted. Mobile phones should be turned off or put in the "silent" mode.

Grading/Evaluation:

Students are expected to prepare required reading assignments prior to the class session. There will be a mid-term and final exam. Reading quizzes will also be given frequently and may be announced or unannounced. Final drafts of essays must be typed in 12 point Times New Roman (or something similar), double-spaced, and should be approximately 250 words per page.

Students will be evaluated in the following areas:

Assignments/Exams/Papers/Projects:

Reading Quizzes:	10%
Writer Presentation & Essay:	20%
Other Essays (2):	30%
Midterm Exam:	20%
Final Exam:	20%

Percentage	Grade	Percentage	Grade
94-100	A	77-79	C+
90-93	A-	73-76	C
87-89	B+	70-72	C-
83-86	B	60-69	D
80-82	B-	59 or less	F

Participation/Attendance Policy:

The SUMC Student Handbook states the following:

Once a student is registered for a course, attendance at every meeting of every class is expected, including those held in the first week of the semester. A maximum of two unjustified absences is permitted. Each additional absence will cause the final course grade to be lowered by one-third of a letter grade, i.e., from A to A-; A- to B+; B+ to B, etc.

Excessive absences in a course will have a negative effect on the final grade. When a student is absent, the quality of his or her work in a course will deteriorate since material missed in class sessions can rarely be made up satisfactorily, even though the student remains responsible for that work.

Please note that even when a student has a justified reason for missing class, such as illness, the negative academic impact on learning will be the same as if the absence were for spurious reasons.

In this course, any absence due to illness should be justified by a note from the student's physician or other health professional confirming the day(s) on which the student was unable to attend class. A written excuse from a student's host parent or residence supervisor is also acceptable.

In the event that a class meeting is unexpectedly cancelled, students will be expected to continue with readings or other assignments as originally scheduled. Any assignments due or class activities (e.g., a quiz, exam or presentation) planned for such a cancelled class are due at the next class meeting unless other instructions are communicated.

There will be at least one mandatory night activity during the semester such as movie, theater play or conference.

Disability Statement:

If you anticipate issues related to the format or requirements of this course, please meet with me. I would like us to discuss ways to ensure your full participation in my classroom.

If formal, disability-related accommodations are necessary, it is very important that you be registered with the Office of Disability Services (ODS) at the main Campus in Boston so that I am notified of your eligibility for reasonable accommodations. We can then plan how best to coordinate your accommodations. Check the ODS web site at www.suffolk.edu/disability for information on accommodations.

Student Resources:

SUMC provides a range of student services, both academic and personal. To learn more about course-related tutorials and academic workshops, refer to the SUMC Student Handbook, Section 2 “Academic Policies and Services”. Section 5, “Living in Madrid”, contains information on the medical and mental health resources, including an English-speaking therapist, available to you.

Midterm Review:

At midterm, around week 6, you will be given a midterm grade based on your progress to date (performance on assignments, quizzes and midterm exam). Midterm grades of C- or below will be reported to the Madrid Campus Academic Standing Committee, with an explanation of what I believe has contributed to that grade: excessive absences, poor time management or study skills, lack of effort, difficulty with the course material or with writing or language skills, etc. The Academic Standing Committee or I may contact you to suggest strategies for addressing these difficulties. I strongly encourage you to visit me during my office hours so we may discuss how you can be successful in this class.

Academic Misconduct:

www.suffolk.edu/about/mission-history/policies-procedures/academic-misconduct-policy

Suffolk University expects all students to be responsible individuals with high standards of conduct. Students are expected to practice ethical behavior in all learning environments and scenarios, including classrooms and laboratories, internships and practica, and study groups and academic teams. Cheating, plagiarism, unauthorized collaboration, use of unauthorized electronic devices, self-plagiarism, fabrication or falsification of data, and other types of academic misconduct are treated as serious offenses that initiate a formal process of inquiry, one that may lead to disciplinary sanctions.

Student work will be thoroughly examined for academic integrity and may be scanned using plagiarism detection software. A faculty member suspecting academic misconduct will contact the student using the Suffolk email address to schedule a meeting and will make all effort to do so within five business days of detecting the incident. During the meeting, the faculty member will present the documentation that led to suspected academic misconduct. Resolution of the incident will be according to the procedures outlined in the SUMC Student Handbook.

Academic Grievances Policy:

www.suffolk.edu/student-life/student-services/student-handbook/university-policies-for-student-cas-sbs/grievances-academics

Course Schedule:

The schedule, policies, procedures, and assignments in this course are subject to change in the event of extenuating circumstances, by mutual agreement, and/or to ensure better learning.

Students are expected to prepare the readings for the classes listed below. Frequent quizzes will be given to ensure students stay abreast of the reading.

Week	Tuesday	Thursday
1		First class Discussion of syllabus What is American literature?
2	Emily Dickinson, "I'm Nobody" (1861) ---, "I heard a fly buzz" (1862) ---, "After great pain" (1862) ---, "Because I could not stop" (1863)	Walt Whitman, from <i>I Sing the Body Electric</i> (1855) ---, "When I Heard at the Close of Day" (1860) ---, "One's Self I Sing" (1867)
3	Poe, "The Tell-Tale Heart" (1843) Alcott, "My Contraband" (1869) Stowe, "The Ghost in the Mill" (1872)	Twain, "The Celebrated Jumping Frog of Calaveras County" (1865) ---, "Cannibalism in the Cars" (1868) ---, "The Story of the Good Little Boy" (1870) ---, "The War Prayer" (1905)
4	Jewett, "A White Heron" (1886) Gilman, "The Yellow Wallpaper" (1892) Freeman, "Old Woman Magoun" (1905)	Chopin, "Desiree's Baby" (1893) ---, "The Story of an Hour" (1894) ---, "The Storm" (1898)
5	Chesnutt, "The Sheriff's Children" (1889) Crane, "The Bride Comes to Yellow Sky" (1898) London, "South of the Slot" (1909)	Cather, "Paul's Case" (1905) Dreiser, "The Second Choice" (1918) Glaspell, <i>Trifles</i> (1916)
6	Wharton, "A Journey" (1899) ---, "Roman Fever" (1934) Toomer, "Blood-Burning Moon" (1923)	Hurston, "Sweat" (1926) Larsen, "Sanctuary" (1930) Hughes, "Red-Headed Baby" (1934)
7	Langston Hughes, "The Weary Blues" (1925) ---, "I, too" (1925) ---, "Harlem" (1951) ---, "When the Negro Was in Vogue" (1940) Pre-midterm Quiz	Midterm Exam
	SPRING BREAK	SPRING BREAK
9	Pound, "In a Station of a Metro" (1916) Edna St. Vincent Millay, "Spring" (1921) ---, "Love is not all" (1931) e. e. cummings, "i like my body when it is with your" (1925)	Frost, "The Road Not Taken" (1916) Williams, "The Red Wheelbarrow" (1923) ---, "4th of July" (1933) ---, "The Girl with a Pimple Face" (1938)
10	Fitzgerald, "Bernice Bobs Her Hair" (1920) ---, "Babylon Revisited" (1931) ---, "An Alcoholic Case" (1937)	Hemingway, "Hills Like White Elephants" (1927) ---, "A Clean Well-Lighted Place" (1933) ---, "The Snows of Kilimanjaro" (1936)
11	Faulkner, "A Rose for Emily" (1930) ---, "That Evening Sun" (1931) ---, "Barn Burning" (1939)	Welty, "Why I Live at the P.O." (1941) Jackson, "The Lottery" (1948) Yamamoto, "Seventeen Syllables" (1949) <i>Essay #1 Due</i>
12	Baldwin, "Previous Condition" (1948) ---, "Sonny's Blues" (1957) Kaneko, "The Shoyu Kid" (1976)	Ellison, "Battle Royal" (1952) O'Connor, "A Good Man is Hard to Find" (1953) Wright, "The Man Who Was Almost a Man" (1961)
13	Ginsberg, "America" (1956) Kerouac, "October in the Railroad Earth" (1957) ---, "The Vanishing American Hobo" (1960) Ashberry, "Farm Implements and Rutabagas in a Landscape" (1970)	Gwendolyn Brooks, "We Real Cool" (1959) Silvia Plath, "Daddy" (1962) Elizabeth Bishop, "Manners" (1965) Audre Lorde, "Power" (1978)
14	16 Sun, <i>No Child...</i> (2006) Bambara, "The Lesson" (1972) Toni Morrison, "Recitatif" (1983)	18 Holiday

15	23 Carver, "Popular Mechanics" (1978) Ford, "Under the Radar" (2000) Hollinger, <i>Naked Lunch</i> (2003)	25 Last Class Gary Soto, "Mexicans Begin Jogging" (1981) Doty, "The Embrace" (1997) Pre-Final Quiz <i>Essay #2 Due</i>
16	Final Exam TBA	

Note: Reading assignments should be prepared for the dates listed.